University of Idaho  
2016-2017 FACULTY SENATE AGENDA  
Meeting #12  
3:30 p.m. - Tuesday, November 15, 2016  
Brink Hall Faculty-Staff Lounge & Skype for Business  

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2016-17 Faculty Senate Meeting #11, November 8, 2016 (vote)

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • University Promotions Committee
   • Office of Public Safety & Security (Dorschel)

VI. Committee Reports.
   • Committee on Committees (Hrdlicka)
     o FS-17-022: FSH 1620 – University Level Committees (vote)
     o FS-17-023: FSH 1640.83 Student Appeals Committee and 1640.93 Student Disciplinary Review Board (vote)
   • University Curriculum Committee (vote)
     o FS-17-019 (UCC-17-0018a,b,c) – CLASS: Journalism & Mass Media - Film Studies (Meeuf)
     o FS-17-020 (UCC-17-019a,b,c) – Biological Sciences – Medical Science program (Nagler)
     o FS-17-021 (UCC-17-001) – Graduate Admissions (McMurtry)

VII. Special Orders.
   • December 2016 Graduate List (vote)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #11  
FS-17-019 through 023
The Chair called meeting #11 to order at 3:31. A motion (Mike Anderson/Vella) to approve the minutes for the October 25th meeting passed without objection.

Chair’s Report: Chair Brandt began her remarks by alerting Senators to a forthcoming announcement regarding nominations to the University Promotions Committee. Senators are responsible for consulting with their colleagues and submitting nominations to this important committee. A memo will be coming discussing guidelines. In addition, Senators should consult the bylaws of their college to see if they provide any guidelines as to how to make these nominations. Chair Brandt noted that this committee usually meets in February. She added that she found this committee invigorating because it provided the opportunity to learn about the scholarly activities occurring on campus.

Referring to the Senate’s resolution seeking to rename the faculty lounge the Paul J. Joyce Faculty and Staff Lounge, Chair Brandt suggested that she will ask a small group of Senators to reexamine the uses of the lounge. This group would report to the Senate on how we might make the best use of this space.

Chair Brandt hoped that Senators would look at the somewhat reorganized Register. The goal is to provide faculty news more prominently. The latest edition contains a number of events of interest to faculty. In particular, she called attention to the deadline for International Development Awards on November 14th. The nominations for university excellence awards are now open and the nominations for Honorary Degrees are due on November 15th. Vice Chair Hrdlicka noted that there is a Facebook group for employees and the Register can be accessed on Facebook under the title UI Faculty and Staff News and Events.

Provost’s Report: Provost Wiencek announced that four candidates were considered for interim Dean of the College of Art and Architecture. After some open forums Provost Wiencek announced that Professor Shawna Corry has accepted the offer to serve as Interim Dean.

The Provost also noted the dedication of the Tribal Nations Lounge. This is on the first floor of the Pitman Center and now has Tribal Flags and beautiful artwork. He believes our relationship with the tribes is growing stronger.

The Institutional Planning and Effectiveness committee has been meeting. On November 17th and 18th two large workgroups comprised of twenty people will be looking at program prioritization criteria. The criteria that emerge from these working groups will probably be in somewhat general form, leaving a later sub group to work on creating the quantitative measures. The cascading plans are due in draft form by November 18th. At this point, there is little of substance to report. Updates on these developments will be provided in the Spring.

Announcements and Communications: The Administrative Procedures Manual (APM) on the agenda are primarily for informational purposes, although Senators should raise any concerns that they have. APMs that are not thought to be controversial are sometimes sent to Senators by email and aren’t included on
an agenda. Those on today’s agenda are ones that need to be further communicated and which we believe Senators and employees will have some interest and/or questions.

**FS-17-016: APM 30.11. Data Classification.** Chair Brandt invited Vice President for Infrastructure Dan Ewart to discuss this APM. Mr. Ewart stated that the purpose of this policy is to focus the University’s efforts on data classification and technological security. While the University can’t solve all data security issues, we can target our efforts on those issues that are most important. The policy seeks to classify between high risk, moderate risk and low risk types of data. It is important that we focus on high risk types of data.

It is the responsibility of every employee to report potential security problems. A Senator asked about how these standards related to intellectual property issues? Vice President Ewart answered that these issues would probably have to be resolved on a case-by-case basis. The Senate had no other questions about the policy.

**FS-17-017: APM 45.24. Prize Competitions.** Chair Brandt introduced Casey Inge for the General Counsel’s Office to discuss this APM. Trying to connect from Boise at first the connection was garbled, but eventually the connection was improved. Mr. Inge explained the obligations a person might have while competing in a prize competition. The policy is designed to ensure that participation in a prize competition doesn’t obligate the University. The policy holds that employees must receive approval of the Vice President for Research in order to enter a prize competition on behalf of the University.

A Senator sought clarification as to whether a faculty member doing research and had their name entered into a drawing would be covered? Similarly another Senator asked whether competitions like a Pulitzer or McCarthur Fellow award would be covered? Mr. Inge stated that neither of these are covered by the policy. The policy excludes prizes that are given in recognition for past achievement. A Senator asked about student prizes such as a moot court competition. Mr. Inge stated that prizes of this nature are probably not covered by this policy although they may want to consider ways to make that clearer. Finally, a Senator wondered how F&A recovery would factor into receiving a prize.

Mr. Inge stated that if a research project received approval then a prize associated to the project might be subject to F&A recovery.

**FS-17-018-APM 45.25 Human Trafficking.** Mr. Inge explained that this policy was developed to ensure that the University follows federal laws related to human trafficking. This policy also obligates those sub-contracting with the University. A Senator asked about the relationship between this policy and the IRB (Institutional Review Board). Mr. Inge stated that there could be overlap, but this policy focused more on activities outside the research context or the activities of sub-contractors. This could be more of a concern with sub-contractors outside the United States.

**University Budget & Finance Committee.** Vice Chair Hrdlicka as a member of the UBFC made the report in the absence of the committee chair. Professor Hrdlicka outlined the process the UBFC will use for this year’s budget requests. This is for permanent and one-time funding. The proposals should be for a minimum of $100,000. The deadline for the proposals will be December 31. An online form has been established and an email was sent out providing the guidelines and appropriate links. Tying the proposals to the strategic plan will enhance the possibility of obtaining funding. A Senator asked whether it was appropriate to use this funding to address a critical staff salary problem. The Provost said that a general proposal from HR would be submitted to address salaries below market. The Senator should contact Wes Matthews to determine whether his specific concern would be included in the more general request. The UBFC is expecting over 200 proposals so being short and to the point is desirable.
University Curriculum Committee. Chair Brandt introduced Heather Chermak and Dwaine Hubbard from the Registrar’s Office to discuss proposals coming from UCC.

- FS-17-012 (UCC-17-008) Fall 2017-Spring 2018 Final Exam Schedule. After a small but important edit, the exam schedule for the next academic year passed without objection.

Ms. Chermak explained that the three remaining UCC changes were attempts to bring these academic rules in line with State Board and accreditation agency policies. A Senator asked whether a department could grant less credit for experiential learning than requested by a student. Ms. Chermak stated that this was possible since experiential learning credit was usually made to correlate with an actual course.

- FS-17-013 (UCC-17-007a) I. Alternative Credits
- FS-17-014 (UCC-17-007b) J-2 Residency
- FS-17-015 (UCC-17-007c) J-5 Credit Limitations

These three policies were voted on together and passed unanimously.

Adjournment: With no further business to conduct, a motion (Chung/Nicotra) to adjourn passed unanimously at 4:20.

Respectfully submitted,

Don Crowley, Faculty Secretary & Secretary to the Faculty Senate
It is time to ask the Faculty Senate for nominations to fill the vacancies on this year’s University-Level Promotions Committee. I have selected one third of the committee from last year’s members and am awaiting confirmation from those individuals. In accordance with Faculty Staff Handbook, Section 3560 H-2, the nominations from Faculty Senate should include the following:

<table>
<thead>
<tr>
<th>College/Unit</th>
<th>Number of Nominees</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Letters, Arts &amp; Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>College of Art &amp; Architecture</td>
<td>2</td>
</tr>
<tr>
<td>College of Business &amp; Economics</td>
<td>2</td>
</tr>
<tr>
<td>College of Education</td>
<td>2</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>2</td>
</tr>
<tr>
<td>College of Natural Resources</td>
<td>2</td>
</tr>
<tr>
<td>College of Law</td>
<td>2</td>
</tr>
<tr>
<td>College of Science</td>
<td>2</td>
</tr>
<tr>
<td>College of Agricultural &amp; Life Sciences</td>
<td></td>
</tr>
<tr>
<td>Faculty w/&gt;50% Teaching &amp; Research</td>
<td>2</td>
</tr>
<tr>
<td>Faculty w/&gt;50% University Extension</td>
<td>2</td>
</tr>
<tr>
<td>Faculty at Large</td>
<td>2</td>
</tr>
</tbody>
</table>

Some colleges/units will have representation from individuals who served last year so we may not need to use nominees from these areas; however we would appreciate having names to use as backup should we need to make a substitution. Please join me in asking Faculty Senate representatives to work within their colleges/units to identify nominees. They can submit the names of nominees by completing the attached form and sending it to Mary Stout (stoutm@uidaho.edu) in my office by Friday, November 18. I will schedule a meeting with you to discuss the formation of the committee.

Please ask the Senators to consider the broad cross section of academic duties for the professorate—scholarly work via teaching, research/creative activity, outreach, and service—when making nominations. It is important to have a committee that on the whole is representational of these major pursuits. I encourage you to nominate professors who are seen as leaders in their colleges and departments. The responsibilities of the committee collectively are to understand and implement the university’s policies regarding promotion. Thank you.
Nominations for 2016-17 University Level Promotions Committee

DUE: November 18, 2016
SUBMIT TO: Mary Stout, stoutm@uidaho.edu, or Admin Bldg, Room 104D, or campus zip 3152

<table>
<thead>
<tr>
<th>College / Unit</th>
<th>Number of Nominees to Submit</th>
<th>College / Unit</th>
<th>Number of Nominees to Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agricultural and Life Sciences (4) Faculty w/ &gt;50% Teaching &amp; Research Faculty w/or 50% University Extension</td>
<td>2</td>
<td>College of Letters, Arts, and Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>College of Art and Architecture</td>
<td>2</td>
<td>College of Natural Resources</td>
<td>2</td>
</tr>
<tr>
<td>College of Business and Economics</td>
<td>2</td>
<td>College of Law</td>
<td>2</td>
</tr>
<tr>
<td>College of Education</td>
<td>2</td>
<td>College of Science</td>
<td>2</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>2</td>
<td>Faculty at Large</td>
<td>2</td>
</tr>
</tbody>
</table>

Nominee 1:
College: ____________________________
Department: ____________________________
Nominee Full Name: ____________________________
Current Rank: ____________________________
Faculty Type: ____________________________
Work Email Address: ____________________________
Work Phone Number: ____________________________
Working Mailing Address/Campus Zip: ____________________________

Nominee 2:
College: ____________________________
Department: ____________________________
Nominee Full Name: ____________________________
Current Rank: ____________________________
Faculty Type: ____________________________
Work Email Address: ____________________________
Work Phone Number: ____________________________
Working Mailing Address/Campus Zip: ____________________________

Nominee 3 (CALS & CLASS):
College: ____________________________
Department: ____________________________
Nominee Full Name: ____________________________
Current Rank: ____________________________
Faculty Type: ____________________________
Work Email Address: ____________________________
Work Phone Number: ____________________________
Working Mailing Address/Campus Zip: ____________________________

Nominee 4 (CALS & CLASS):
College: ____________________________
Department: ____________________________
Nominee Full Name: ____________________________
Current Rank: ____________________________
Faculty Type: ____________________________
Work Email Address: ____________________________
Work Phone Number: ____________________________
Working Mailing Address/Campus Zip: ____________________________
University Promotions Committee FAQs 2016

The Provost is requesting Faculty Senate to seek nominees from their college for any vacancies on this committee for their college (see memo which ones and number needed).

1. If there are 2, 3, or 4 reps on senate, do all four seek nominees or is one designated to take charge? Everyone should seek nominees. However, there may be requests for 0 to 2 nominees per college/unit so those with several FS reps should coordinate with each other who will take over the responsibility of returning two (or the number requested) nominees on the form for your college.

2. Is it okay to ask for assistance from the Dean's Office? Although nominations are submitted by the senate, it is expected that you, as Faculty Senate representatives, solicit nominees from your college faculty following the by-laws in your college, if any. The intent is that the nominees come from the faculty within your college and senator(s) shall submit two names (or the amount requested on the form) per college/unit.

3. Can more names be nominated by a college? Doing so isn’t the best way to ensure the best candidates represent your college on this important committee.

4. Do college by-laws include this process; if not, should they? Each college should decide what is best.

5. Does it have to be a full professor could it be assoc. or asst.? See excerpt below:

Excerpt from Provost letter:

“Please consider the broad cross section of academic duties for the professorate -- scholarly work via teaching, research/creative activity, outreach, and service -- when making nominations. It is important to have a committee that on the whole is representational of these major pursuits. I encourage you to nominate professors who are seen as leaders in their colleges and departments. The responsibilities of the committee collectively are to understand and implement the university’s policies regarding tenure and promotion.”
The Office of Public Safety & Security consists of Risk Management, Emergency Management & Security Systems, University Security, and Environmental Health & Safety. The Office of Public Safety is focused on creating and maintaining a safe environment for the UI Community and those who visit. We are engaged with internal and external stakeholders creating effective and efficient safety and security programs that enhance the living, learning and working experience at the University of Idaho.
University of Idaho – Threat Assessment & Management Team

**Introduction:** As part of a larger and institution-wide commitment to a safe campus and workplace environment, the University has a Threat Assessment and Management Team. The team includes representatives from the Moscow Police Department, Academic Affairs, Student Affairs, Media Relations, Human Resources and a licensed psychologist from the University’s Counseling Center. UI General Counsel serves as an advisor. The team is chaired by the Executive Director of Public Safety & Security.

**Charter of Threat Assessment & Management Team:** The team is charged with developing fact-based assessments of students, employees, or other individuals whose conduct raises a concern about a potential threat to the UI community and is empowered to take timely and appropriate action, consistent with university policy and applicable law. The team collaborates with the campus community in the development of preventative measures, including implementing plans and protocols for responding to credible threats and acts of violence and reviewing, and developing threat assessment and response policies and procedures.

**Reporting or Referring Behavior of Concern to the Threat Assessment & Management Team:** Violent or threatening behavior is behavior that would cause a reasonable person to fear for his or her safety, or the safety of others. Examples include, but are not limited to, physical acts that intend to or cause harm to an individual; harassing or threatening oral or written statements, telephone calls, e-mail messages, or gestures; frequent or prolonged shouting; or behaviors such as stalking.

All members of the University community benefit by helping to maintain a safe working, living, and learning environment. Retaliation against individuals who report incidents of violent or threatening behavior is strictly prohibited. The following procedures are outlined in **APM 95.33, Reporting Incidents of Violent or Threatening Behavior** and should be followed when reporting incidents of violent or threatening behavior at the University of Idaho:

**Emergency or Life-Threatening Incidents**

All individuals at the Moscow or Coeur d’Alene campuses call 911 at any time during the day or night for immediate assistance. Individuals at the Boise campus should dial 9-911, while individuals at the Idaho Falls campus should dial 8-911 for immediate assistance.

After reporting the incident to the police, the incident should be reported to the appropriate university official as outlined below.

**All Other Incidents**

**Employees** should contact their immediate supervisor first; if supervisor is not available, contact the next level administrator; or contact the center dean or manager; or If none of the above are available, contact the Executive Director of Public Safety & Security, (208) 885-7209.

**University Students** should report the incident to the Dean of Students, (208) 885-6757.

**All other individuals** should contact the Executive Director of Public Safety & Security, (208) 885-2254.
Public Safety & Security - Functions & Roles

- Threat Assessment and Management Team
  The UI threat assessment and management team includes representatives from Academic Affairs, Student Affairs, the Moscow Police Department and Human Resources and a clinical psychologist from the University’s Counseling Center. Legal counsel serves as an advisor to the team. The team is chaired by the Executive Director of Public Safety & Security. The team is charged with developing comprehensive fact-based assessments of students, employees, or other individuals who may present a threat to the university and is empowered to take timely and appropriate action, consistent with university policy and applicable law. The team collaborates with the campus community in the development of preventative measures, including implementing plans and protocols for responding to credible threats and acts of violence, and reviewing and developing threat assessment and response policies and procedures.

- Clery Act Compliance
  o Safety & Security Policies
  o Annual Report (crime stats)
  o Emergency Notification / Timely Warning
  o Campus Security Authority Program

- Liaison with MPD, MFD, Sheriff

RISK MANAGEMENT
Office: 208-885-7177

- Collaborate w/ UI community to assess risk exposure
- Agreements and contracts review
- Routine operations & special events
- Develop innovative approaches to mitigate risk exposure and meet changing needs
  o Risk Transfer programs
  o Certificates of Insurance
  o Waivers
- Liaison to State Risk Manager
- Claims Processing

EMERGENCY MANAGEMENT & SECURITY SYSTEMS
Office: 208-885-7179

- Vandal Alert – Mass Notification System
- Emergency Response Planning / Unit Plan assistance
- Response Exercises & Drills
- Enterprise Security System (cameras, alarms, access control) Implementation / Management

**UI SECURITY**
Office: 208-885-7054 (24HRS)

- Safe Walk
- Crime Deterrence
- Event Security
- Event Planning
- Emphasis patrols
- Building Security
- Partnership with Parking & Transportation for after-hours pit crew services (can for gas, assistance with flat tire, vehicle unlocks, jump starts).

**ENVIRONMENTAL HEALTH & SAFETY**
Office: 208-885-6524

- Occupational Safety
  - Job Safety Programs
  - Accident Investigation/Worker Compensation Program
  - Building Inspections (With Idaho Division of Building Safety)
- Industrial Hygiene
  - Asbestos and Lead Management/Air Quality/Lab Safety
  - Medical Surveillance Program
- Hazardous Materials
  - Hazardous Materials Emergency Response
  - Hazardous Waste Management
  - Hazard Communication
- Fire Safety
  - Evacuation Plans/Fire Drills
  - NFPA compliance
- Radiation Safety
  - Radiation-Producing Equipment Use / Radioactive Materials Use
  - Radioactive Waste Management
- Environmental Compliance
  - Air Quality Program and Permits
  - Liaison with Regulatory Agencies
  - Water Quality Programs and Permits
ACTIVE SHOOTER
An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area.
• Victims are selected at random
• Event is unpredictable and evolves quickly
• Knowing what to do can save lives

WHEN LAW ENFORCEMENT ARRIVES:
• Remain calm and follow instructions
• Drop items in your hands (i.e., bags, jackets)
• Raise hands and spread fingers
• Keep hands visible at all times
• Avoid quick movements toward officers, such as holding on to them for safety
• Avoid pointing, screaming or yelling
• Do not ask questions when evacuating

INFORMATION TO PROVIDE TO 911 OPERATORS:
• Location of the active shooter
• Number of shooters
• Physical description of shooters
• Number and type of weapons shooter has
• Number of potential victims at location

The first officers to arrive on scene will not stop to help the injured. Expect rescue teams to follow initial officers. These rescue teams will treat and remove the injured.

Once you have reached a safe location, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave the area until law enforcement authorities have instructed you to do so.

ACTIVE SHOOTER EVENTS
When an Active Shooter is in your vicinity, you must be prepared both mentally and physically to deal with the situation. You have three options:

1 RUN
• Have an escape route and plan in mind
• Leave your belongings behind
• Evacuate regardless of whether others agree to follow
• Help others escape, if possible
• Do not attempt to move the wounded
• Prevent others from entering an area where the active shooter may be
• Keep your hands visible
• Call 911 when you are safe

2 HIDE
• Hide in an area out of the shooter's view
• Lock door or block entry to your hiding place
• Silence your cell phone (including vibrate mode) and remain quiet

3 FIGHT
• Fight as a last resort and only when your life is in imminent danger
• Attempt to incapacitate the shooter
• Act with as much physical aggression as possible
• Improvise weapons or throw items at the active shooter
• Commit to your actions...your life depends on it

Additional information can be found at:
http://www.uidaho.edu/public-safety-and-security
For questions regarding emergency preparedness and response or to coordinate unit safety & security training, contact The University of Idaho, Office of Public Safety & Security, (208) 885-2254.
This table includes minimum formal training requirements mandated by applicable regulations. The training may be web-based (course code prefix other than UIC) in NetLearning@uidaho or available as instructor-led class (course code prefix of UIC). Some courses are available in both formats, depending on your situation and number of people that need the course. Blue font indicates that the training is conducted by an entity external to the University of Idaho.

Additional training topics may be appropriate based on unique department, task, or employee needs. In all cases, Environmental Health and Safety (EHS) general training must be accompanied by job/task-specific training from the supervisor or designee. Our website provides supplementary written materials on many EHS-related topics. EHS is available to provide supervisors with assistance with determining job/task-specific training and additional training resources upon request.

### BASIC SAFETY TRAINING

<table>
<thead>
<tr>
<th>Do you receive a paycheck from the University of Idaho (regardless of whether you are a student worker or full/part time employee)?</th>
</tr>
</thead>
</table>
| • Safety Matters (ID08)  
• Preventing Slips, Trips and Falls (ST06)  
• First Aid/CPR/AED Classroom Course (UIC_73) **OR**  
• First Aid/CPR/AED Online through AHA and Skills Test through EHS  
• Fire Safety in the Workplace (ID22)  
• Defensive Driving (ID02)  
• Winter Driving (WI09) | **RECOMMENDED TRAINING**  
Upon initial employment at the university  
**RECOMMENDED TRAINING**  
Certification every two years  
**REQUIRED TRAINING**  
Upon initial assignment and annual refresher thereafter  
**REQUIRED TRAINING**  
Before driving a university vehicle and refresher every five years  
**RECOMMENDED TRAINING** |

### FIRE SAFETY

<table>
<thead>
<tr>
<th>Do you intend to voluntarily use a fire extinguisher should you find yourself in a small fire situation?</th>
</tr>
</thead>
</table>
| • Fire Extinguisher Use (ID01)  
• Fire Extinguisher Hands-On Training (UIC_31) | **RECOMMENDED TRAINING**  
Prior to attempting to use a fire extinguisher |
### Training Needs Assessment Tool

**Faculty Senate 2016-17 Meeting #12 - November 15, 2016 - Page 14**

<table>
<thead>
<tr>
<th>Question</th>
<th>Training Needs Assessment Tool</th>
<th>RECOMMENDED TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you use, store or dispense flammable liquids?</td>
<td>• Fire Safety – Flammable Liquids (UIC_32)</td>
<td><strong>RECOMMENDED TRAINING</strong></td>
</tr>
<tr>
<td><strong>INDUSTRIAL HYGIENE</strong></td>
<td><strong>REQUIRED TRAINING</strong></td>
<td><strong>Upon initial assignment and annual refresher thereafter</strong></td>
</tr>
<tr>
<td>Do you conduct tasks that could disturb asbestos containing materials if conducted improperly? (e.g., custodial operations, building maintenance, construction/demolition, etc.)</td>
<td>• Asbestos Awareness for New Employees (UIC_6) • Asbestos Awareness (AS09)</td>
<td><strong>REQUIRED TRAINING</strong></td>
</tr>
<tr>
<td>Are you assigned work that involves cleaning up, repairing, removing or other disturbance of asbestos containing materials?</td>
<td>• Asbestos Training (authorized trainer external to EHS; level commensurate with assigned duties)</td>
<td><strong>REQUIRED TRAINING</strong></td>
</tr>
<tr>
<td>Do you conduct tasks that could disturb lead containing materials if conducted improperly? (e.g., custodial operations, building maintenance, construction/demolition, etc.)</td>
<td>• Lead Safety Awareness (LE09)</td>
<td><strong>REQUIRED TRAINING</strong></td>
</tr>
<tr>
<td>Are you assigned work that involves cleaning up, repairing, removing, or other disturbance of lead containing materials?</td>
<td>• Lead Training (authorized trainer external to EHS; level commensurate with assigned duties)</td>
<td><strong>REQUIRED TRAINING</strong></td>
</tr>
<tr>
<td>Are you at risk of exposure to human blood or other potentially infectious body fluids, human cell lines, tissues or organs?</td>
<td>• Bloodborne Pathogens for All Employees (BP64)</td>
<td><strong>REQUIRED TRAINING</strong></td>
</tr>
<tr>
<td>Do you work in an environment with excessive noise (exposure to noise greater than 85 dB over an 8-hour time-weighted average)? (Enrollment in HC Program requires sound level monitoring and annual audiograms)</td>
<td>• Hearing Conservation Training (HP09)</td>
<td><strong>REQUIRED TRAINING</strong></td>
</tr>
<tr>
<td>Are you required to use a respirator to protect against airborne contaminants? (Enrollment in RP Program requires annual medical questionnaire and fit test)</td>
<td>• Respiratory Protection For New Participants (UIC_54) • Respiratory Protection (RP09)</td>
<td><strong>REQUIRED TRAINING</strong></td>
</tr>
</tbody>
</table>

**University of Idaho**

**Environmental Health and Safety**
### Training Needs Assessment Tool

#### Are you assigned work that involves cleaning up, repairing, removing, or other disturbance of mold contaminated materials?
- **Mold Awareness (UIC_47)**

#### Are you an automotive worker?
- **Controlling Brake Dust (DB72)**

#### Do you work perform cleanup or maintenance work in outbuildings, farms or places where mouse droppings are present?
- **Hantavirus Prevention (UIC_38)**

### LABORATORY SAFETY

#### Do you perform maintenance or custodial work in laboratories?
- **Lab Safety for the Non-Lab User (UIC_483)**

#### Do you perform work in a laboratory as an essential part of your job duties?
- **Laboratory Safety (LS09)**

### CHEMICAL SAFETY

#### Do you ship or package for shipment any hazardous material?
- **DOT Hazardous Materials (DT09)**
- **DOT Security Training (DX09)**

#### Do you handle or dispose of any universal waste lamps, batteries, mercury-containing devices, or pesticides?
- **Universal Waste Management Workshop (UIC_186)**

#### Do you generate or manage any chemical waste?
- **Hazardous Waste Management Workshop (UIC_87)**
  - OR -
- **Hazardous Waste Management for Facilities Workshop (UIC_233)**

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**REQUIRED TRAINING**
- **Upon initial assignment**
- **Upon initial assignment and every three years thereafter**
- **Upon initial assignment and every five years thereafter**

**RECOMMENDED TRAINING**
- **Upon initial assignment**
<table>
<thead>
<tr>
<th>Question</th>
<th>Training Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you handle or could you be exposed to hazardous chemicals?</td>
<td>- Hazard Communication – the New GHS Standards (HC12)</td>
</tr>
<tr>
<td>Do you supervise any employees who handle or may be exposed to hazardous chemicals?</td>
<td>- Hazard Communication Guide for Supervisors (ID24)</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL SAFETY</strong></td>
<td>REQUIRED TRAINING</td>
</tr>
<tr>
<td>Do you use machinery or equipment that is energized by something other than a standard cord and plug (i.e., “affected user”)?</td>
<td>- Lockout/Tagout Training (LT09)</td>
</tr>
<tr>
<td>Do you repair, inspect, adjust, install, service, or clean machinery or equipment that is energized with something other than a standard cord and plug (i.e., “authorized user”)?</td>
<td>- Lockout/Tagout – Authorized Employees (UIC_46)</td>
</tr>
<tr>
<td>Do you work in excavation?</td>
<td>- Trenching and Excavation Safety (TE09)</td>
</tr>
<tr>
<td>Do you use portable ladders?</td>
<td>- Ladder and Scaffolding Training (LA09)</td>
</tr>
<tr>
<td>Do you work at elevated heights, other than use of ladders and/or use powered vehicles such as boom or scissor lifts?</td>
<td>- Fall Protection Training (FF09)</td>
</tr>
<tr>
<td></td>
<td>- Hoisting and Rigging (HR09)</td>
</tr>
<tr>
<td></td>
<td>- Aerial Work Platforms (UIC_4)</td>
</tr>
<tr>
<td>Could you encounter or enter confined spaces in the course of your work (spaces not intended for human occupancy and that have a limited means of entry/egress, such as silos, pits, vaults, tanks, etc.)?</td>
<td>- Confined Space Awareness Training (CS09)</td>
</tr>
<tr>
<td></td>
<td>Additional training for those making entry:</td>
</tr>
<tr>
<td></td>
<td>- Confined Space (UIC_21); Ventilation and Retraction (UIC_23)</td>
</tr>
<tr>
<td></td>
<td>REQUIRED TRAINING Refresher every two years</td>
</tr>
<tr>
<td></td>
<td>RECOMMENDED TRAINING</td>
</tr>
<tr>
<td></td>
<td>Upon initial assignment</td>
</tr>
<tr>
<td></td>
<td>REQUIRED TRAINING</td>
</tr>
<tr>
<td></td>
<td>Upon initial assignment for creating a unit-specific Hazard Communication Plan</td>
</tr>
<tr>
<td></td>
<td>REQUIRED TRAINING Refresher every two years</td>
</tr>
<tr>
<td></td>
<td>RECOMMENDED TRAINING</td>
</tr>
<tr>
<td></td>
<td>Upon initial assignment</td>
</tr>
<tr>
<td>Question</td>
<td>Training Topics</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Do you select/provide/use personal protective equipment (PPE) (e.g., hard hats, protective shoes, gloves, eyewear, face shields, outer garments, etc.)? | PPE Training (PE09)  
Eye and Face Protection (EF09) | REQUIRED TRAINING  
Upon initial assignment to position requiring hazard assessment/selection/use of PPE |
| Do you operate a forklift?                                             | Forklift Safety (FS09)  
Fork Lift Hands-on Training (UIC_35) | REQUIRED TRAINING  
Recertification every two years |
| Do you have tasks that may cause injury or supervise employees with such tasks? | Job Hazard Analysis (ID20) | RECOMMENDED TRAINING  
Upon initial assignment |
| Do you work with or are you potentially exposed to live electrical wiring or devices? | Electrical Safety (ES09) | RECOMMENDED TRAINING  
Upon initial assignment |
| Do you operate hand and power tools?                                   | Hand and Power Tool Safety (HT09) | RECOMMENDED TRAINING  
Upon initial assignment |
| Do you repeatedly lift objects?                                       | Back Safety (BS09)  
Back Injury Prevention for Supervisors (UIC_11) | RECOMMENDED TRAINING  
Upon initial assignment |
| Do you charge larger types of batteries (e.g., floor buffers, automotive, etc.)? | Battery Charging Safety (UIC_14) | RECOMMENDED TRAINING  
Upon initial assignment |
| Do you operate power machinery or tools (e.g., drills, saws, grinders, etc.)? | Machine Guarding (MG09) | RECOMMENDED TRAINING  
Upon initial assignment |
| Do you fabricate or weld?                                             | Welding Cutting and Brazing Safety (WC09) | RECOMMENDED TRAINING  
Upon initial assignment |
| Do you work in an office?                                             | Office Safety (OF09) | RECOMMENDED TRAINING  
Upon initial assignment |
| Do you supervise office staff?                                        | Ergonomics for Supervisors (EV09) | RECOMMENDED TRAINING  
Upon initial assignment |
| Do you work outdoors?                                                 | Working in Extreme Temperatures (ET09)  
Working Outdoors in Warm Weather (WO11) | RECOMMENDED TRAINING  
Upon initial assignment |
## ENVIRONMENTAL PROTECTION

<table>
<thead>
<tr>
<th>Question</th>
<th>Training Options</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have responsibilities related to storage of fuels/oils?</td>
<td>• SPCC (Spill Prevention Control and Countermeasures) Training – Oil Pollution Prevention (ID25)</td>
<td>REQUIRED TRAINING</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upon initial assignment and annual refresher thereafter</td>
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<tr>
<td>Do you operate boilers, generators, incinerators, or work at the steam plant?</td>
<td>• EPA Method 9 (authorized trainer external to EHS)</td>
<td>REQUIRED TRAINING</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(for specific job duties in these locations)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upon initial assignment and field certification renewal every 6 months</td>
</tr>
</tbody>
</table>

## RADIATION SAFETY

<table>
<thead>
<tr>
<th>Question</th>
<th>Training Options</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you work with radioactive materials or X-ray producing devices or need access to a restricted radiation area?</td>
<td>• Radiation Safety Orientation (ID10)</td>
<td>REQUIRED TRAINING</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upon initial assignment</td>
</tr>
<tr>
<td>Do you work with X-ray producing devices?</td>
<td>• Radiation Safety X-Ray Seminar (UIC_51) (Instructor-led only)</td>
<td>REQUIRED TRAINING</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upon initial assignment</td>
</tr>
<tr>
<td>Do you work with radioactive materials in sealed or non-sealed form?</td>
<td>• Radiation Safety Course – 5 Hour (UIC_64)</td>
<td>Required with RSO approval only</td>
</tr>
<tr>
<td></td>
<td>• Radioactive Materials Transportation (UIC_52)</td>
<td></td>
</tr>
</tbody>
</table>
POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy) [3/09]

Faculty/Staff Handbook [FSH] □ Addition □ Revision* □ Deletion* □ Emergency
Minor Amendment □
Chapter & Title: FSH 1620 – University-Level Committees

Minor Amendment □
Chapter & Title: ____________________________

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s): Faculty Secretary Don Crowley Oct. 2016
(Please see FSH 1460 C)
Telephone & Email: crowley@uidaho.edu 5-7808

Policy Sponsor: (If different than originator.) Patrick Hrdlicka, Chair Committee on Committees
Telephone & Email: hrdlicka@uidaho.edu

Reviewed by General Counsel Yes No Name & Date: ____________________________

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

- Minor edits to update process.
- Enable committees to vote by email under specific conditions allowing committees to be more productive as more and more committees have requested the ability to do so given the electronic age.
- Ensure that committee business is not delayed due to staff and student groups who sometimes struggle in finding individuals early in the fall semester. This proposed language will not bypass the approval process, but will allow committee chairs to solicit and recommend names for approval by these groups for consideration.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: ____________________________

Policy Coordinator Appr. & Date: ____________________________
[Office Use Only]

FSH Appr. __________________ FC __________________ GFM __________________ Pres./Prov. __________________

[Office Use Only]

APM F&A Appr.: __________________
[Office Use Only]

Track # _______________
Date Rec.: _______________
Posted: t-sheet _______________
  h/c _______________
web _______________
Register: _______________
(Office Use Only)
UNIVERSITY-LEVEL COMMITTEES

PREAMBLE: This section outlines the regulations governing university-level committees (Part B). It also includes a section on guidelines for committee chairs (Part C). In 2007 this section was substantially revised to reflect current process, in 2008 minor changes were made to B-2, 13 and C-13, and in 2010 Faculty Council was changed to Faculty Senate and B-7 was revised to address chair appointments. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 1-07, 7-08, 7-10]

CONTENTS:
A. Function, Structure, and Membership of Committees
B. Regulations Governing Committees
C. Guidelines for Committee Chairs

A. FUNCTION, STRUCTURE, AND MEMBERSHIP OF COMMITTEES. See 1640 for the function and structure of each university-level standing committee. The list of members appointed to serve on these committees is published on the Faculty Senate website at http://www.webpages.uidaho.edu/facultycouncil/committees.htm, after the beginning of the academic year by the Committee on Committees, and copies of the booklet can be downloaded and printed from the website. [rev. 1-07, ed. 7-10, 12-13]

B. REGULATIONS GOVERNING COMMITTEES. The following is a codification of the general regulations governing committees:

B-1. As used here, “committee” is a general term denoting any standing or special committee, subcommittee, council, board, senate or similar body. [ed. 7-10]

B-2. The establishment, discontinuance, or restructuring of, and the assignment of responsibilities to, standing committees of the university faculty are policy actions that require approval by the Faculty Senate. [rev. 1-07, 7-08, 7-15, ed. 7-10]

B-3. Ad hoc committees to advise the president and university-level standing committees that are composed primarily of administrators (e.g., Publications Board) are appointed by the president.

B-4. The Committee on Committees appoints, subject to confirmation by the Faculty Senate, members of standing committees of the university faculty. The chair of Faculty Senate establishes special Faculty Senate committees and appoints their members. [ed. 7-10]

B-5. In selecting staff members to serve, the Committee on Committees seeks nominations from the Staff Affairs Committee, which considers expressions of interest by employees to serve on various committees and the qualifications of employees with reference to existing committee vacancies. Approved service by staff members on university committees is considered a valuable service to UI, within the scope and course of employment. Provided the staff employee can be released from regular duties, time spent in committee service is not charged against the employee’s annual leave or compensatory time balances, and the employee is not expected to make up time away from normal duties for committee service. (In cases where staff employees are elected to serve, e.g., on the Staff Affairs Committee itself, it is expected that
the employee will first secure the consent of his or her supervisor before becoming a candidate.)

**B-6.** Ordinarily, no faculty committee will be chaired by an officer who is substantially responsible for implementing the policies or recommendations developed by the committee.

**B-7.** Unless otherwise noted within the structure of a committee in FSH 1640, chairs are selected by the Committee on Committees. The chairs of faculty standing committees generally are rotated so that no committee comes to be identified with one person. [rev. 7-10]

**B-8.** The president of the university, or the president’s designee, is a member ex officio of all UI committees, regardless of how the committees may have been established or appointed. On committees under the jurisdiction of the university faculty or of the Faculty Senate, the president or the president’s designee serves without vote. [ed. 7-10]

**B-9.** The chair of the Faculty Senate is a member ex officio without vote of all committees under the jurisdiction of the university faculty or of the Senate. [ed. 7-10]

**B-10.** Students are to be represented, if they so desire, on faculty committees that deal with matters affecting them. Except for student members of the Faculty Senate, the Committee on Committees receives nominations from the ASUI, GPSA and SBA to fill positions established for student members of faculty committees. [See 1640.] If, 21 days after the first day of classes of the fall semester, nominations have not been submitted to fill student positions, the committees on which the vacancies exist are authorized to disregard the vacant student positions in determining a quorum. [rev. 1-07, 1-14, 7-14, ed. 7-10]

**B-11.** The membership of individual members of standing committees of the university faculty may not be terminated involuntarily except for cause and with the concurrence of the Faculty Senate. [ed. 7-10]

**B-12.** UI committees meet on the call of the chair. Committees under the jurisdiction of the university faculty or any of its constituencies may be convened by at least 35 percent of the members of the committee with a three-day written notice to all members. [rev. 1-07],

**B-13.** A quorum for any committee under the jurisdiction of the university faculty or any of its constituencies consists of at least 50% of its voting members, unless otherwise stated in the committee structure. [add. 1-07, rev. 7-08]

**B-14. Voting:**
- Proxy votes are not permitted in committees under the jurisdiction of the university faculty or of the Faculty Senate. [ren. 1-07, ed. 7-10]
- Email voting under some circumstances is allowable. However, it must be agreed to by all members at the meeting. There must be an explicit understanding that anyone can ask that voting be delayed until the next meeting as a group. Examples of email voting include: committee is nearing the end of a meeting and discussion has been sufficient for the secretary/chair to draft a recommendation, confirming nominees/appointments, etc.

**B-15.** Unless otherwise provided, assignments to faculty committees begin on the official opening date of the academic year, whichever is earlier. [ren. and rev. 1-07]

**B-16.** Open Committee Meetings. [ren. 1-07]
a. Meetings of university-level committees, committees of the colleges, divisions, subdivisions, and other UI units, and ad hoc committees, however created, are open to the public with the exception of those meetings, or those parts of meetings, that deal with confidential employee or student matters, [see B-16-d]. [ed. 7-00, rev. 1-07]

b. Observers may speak only by invitation of the chair.

c. Observers may use their own tape recorders or other recording devices. Also, they will be provided a copy of any recordings made by the committee, if they request a copy through regular channels and pay the full costs involved in making the copy.

d. An exception to the exception stated in B-16-a is permitted in hearings on appeals when the appellant demands in writing before the hearing board’s first meeting that the hearing be open to the public; nevertheless, the chair of the hearing board has the power to close the hearing to the public if, in the chair’s opinion, the atmosphere becomes detrimental to the orderly conduct of the proceeding. Moreover, the chair has the power to exclude prospective witnesses from the hearing until they have testified. [ed. 1-07]

B-17. Standing committees are to keep minutes and to distribute them as provided in C-7. [ren. 1-07]

B-18. Smoking is prohibited in official meetings and hearings of UI committees. [ren. 1-07]

B-19. Rules of Order. [See 1520 VI.] [ren. 1-07]

C. GUIDELINES FOR COMMITTEE CHAIRS. These guidelines were developed by the Committee on Committees as suggestions for the effective handling of committee business and clarification of certain minimal requirements of these committees. The Committee on Committees recognized that not all items will apply equally to all committees and that some items will not be appropriate to some committees.

C-1. At the beginning of each semester, contact committee members about times they would be available for a set meeting (for committees that do not have set meeting times already established) so that the times that the committee members will be available to meet can be ascertained. [rev. 1-07]

C-2. Hold an organizational meeting as early as possible in September to discuss and review the charge of the committee (see FSH 1640), its procedures, and possible agenda items, and if desirable select a secretary. [rev. 1-07]

C-3. To ensure that committee business is not delayed when the semester begins, committee chairs are encouraged to recommend and submit names of staff and students for any vacant position to the Faculty Secretary’s Office for consideration and confirmation. All names that are recommended will be handled following the normal approval process.

C-4. Establish the best means of getting in touch with each student member.

C-54. Issue a standing invitation to members to submit appropriate agenda items. Call a meeting when enough agenda items have accumulated to warrant it or when a particular agenda item warrants immediate attention. Alternatively, contact committee members periodically to ask if there are problems that need to be considered. [rev. 1-07]
C-65. Send an agenda with the call of a meeting to all members and post it to the committee’s web page at http://www.webs.uidaho.edu/facultycouncil/committees.htm. [rev. 1-07]

C-76. Read the minutes of each meeting carefully to make certain that the intent of the committee is accurately represented.

C-87. Send approved minutes of each meeting of the committee to the Faculty Secretary’s Office at facsec@uidaho.edu on the committee’s webpage at http://www.webs.uidaho.edu/facultycouncil/committees.htm and send copies to members of the committee. Committees that address matters with confidential employee or student matters, shall keep such minutes confidential. All materials for these committees will be forwarded to the Office of the Faculty Secretary for filing and archiving. Also, inform other officers who are directly concerned with the work of the committee. To assist with record keeping, number meetings of the committee consecutively; e.g., “minutes#1_mmddyy.” [rev. 1-07]

C-89. Hold hearings when substantive policy changes are proposed. When feasible, invite those who will be affected by the committee’s action to present their views to the committee. [ren. 1-07]

C-910. Inform those who are affected by the committee’s actions of such actions. [ren. 1-07]

C-101. Promptly submit reports of actions requiring approval by the Faculty Senate in care of the Office of the Faculty Secretary for placement on the Faculty Senate agenda. Be prepared to attend the Faculty Senate meeting to answer any questions that arise. [ren. & rev. 1-07, ed. 7-10]

C-121. Inform the Office of the Faculty Secretary of any resignations from the committee and any excessive absences. Excessive absences will be referred to Committee on Committees to determine whether cause exists to replace the member. [ren. & rev. 1-07]

C-132. Prepare a brief year-end report for submission to the Faculty Senate in care of the Office of the Faculty Secretary for distribution. [ren. & rev. 1-07, ed. 7-10]

C-143. Prepare a transition file for next year’s chair highlighting past issues (year-end report could be used), issues that are in progress, or issues that still need to be addressed. Plan to attend one or two meetings of the new committee to ease transitioning. [ren. & rev. 1-07, rev. 7-08]

C-154. Call on the Office of the Faculty Secretary for information and assistance concerning points not fully covered in these guidelines. [ren. 1-07]
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

[3/09]

<table>
<thead>
<tr>
<th>Faculty/Staff Handbook [FSH]</th>
<th>□ Addition □ Revision* □ Deletion* □ Emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter &amp; Title:</td>
<td>FSH 1640.83 &amp; 1640.93 – Student Appeals &amp; SDRB</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter &amp; Title:</td>
<td></td>
</tr>
</tbody>
</table>

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s):
(Please see FSH 1460 C)

Telephone & Email: crowley@uidaho.edu 5-7808

Policy Sponsor: (If different than originator.)

Telephone & Email: hrdlicka@uidaho.edu

Reviewed by General Counsel ___Yes ___No Name & Date: ___________________________

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

Added language to ensure members are aware of summer commitment and that outgoing members are aware of the need to remain on the committee until their replacement is elected and Title IX training received.

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: ___________________________________________

Track # _______________
Date Rec.: _____________
Posted: t-sheet ______ h/c ___________
web ___________
Register: ______________

Policy Coordinator
Appr. & Date:                     FSH
Appr. __________________
FC __________________
GFM __________________
Pres./Prov. ___________
[Office Use Only]

APM
F&A Appr.: ___________
[Office Use Only]
A. **Function.** To conduct a review at the request of a student who wishes to appeal a decision of any Student Disciplinary Review Board panel in matters that include a sanction of suspension, expulsion, or withholding or revoking a degree. A subcommittee (see B-1 below) of the Student Appeals Committee, will make a determination as to whether the student’s appeal meets the qualifications as stated in FSH 2400 C-6.

B. **Structure and Membership.** The committee shall be composed of eleven members to include six faculty (at least two will be from the current year’s Faculty Senate), two staff, and three students (at least one undergraduate and one graduate student) who will be eligible to serve on a subcommittee as noted in B-1 below. The term of membership is three years, with initial terms staggered to form a rotation pattern.

B-1. **Subcommittee:** For each appeal, the Chair of the Student Appeal Committee shall appoint a three member subcommittee and designate a chair. Each subcommittee will consist of at least one faculty member and, if possible, at least one student. A student may not chair any subcommittee. Persons appointed must have no interest in or involvement with the parties to or the subject matter of the situation under review.

C. **SPECIAL CONSIDERATION.** Each committee member will be required to participate in Title IX training and other training as needed. Members serving on the Student Appeal Committee should be aware that federal regulations governing the handling of disciplinary matters recommend a specific hearing time schedule. Therefore, Student Appeal Committee members may need to be available for approximately two to four hours within as little as five days of a student being notified of a decision of an SDRB panel review.

Outgoing committee members should be aware that their appointment will continue until their replacement is confirmed and has received the required Title IX training (typically by early fall).

---

**1640.93**

**STUDENT DISCIPLINARY REVIEW BOARD (SDRB)**

A. **FUNCTION.** UI’s disciplinary review process for alleged violations of the Student Code of Conduct is established and maintained for the handling of disciplinary matters concerning UI students (“student” is defined in FSH 2300 I.A-6 and 2400 A-1. The SDRB is one of the reviewing bodies involved in the review process set out in FSH 2400 which covers any and all matters that are related to and consistent with the Student Code of Conduct (FSH 2300) and the Statement of Student Rights (FSH 2200). [rev. 7-14, 7-16]

B. **STRUCTURE AND MEMBERSHIP.** The SDRB is broadly representative of the academic community. The SDRB consists of thirteen members: five faculty members, two staff, five undergraduate students and one graduate student. The chair is responsible for forming a panel (see B-1 below) and designating the chair. Given the nature of responsibility of the Chair of SDRB, Committee on Committees will first consider a tenured faculty member. [rev. 7-14, 7-16]

B-1. **Panel:** The chair of the SDRB shall appoint a three person panel from the committee to hear matters presented to the SDRB pursuant to FSH 2400. Each panel will consist of at least one faculty member and, if possible, at least one student. A student may not chair any panel. Persons appointed must have no interest in or involvement with the parties to or the subject matter of the situation under review. [add. 7-16]

C. **SPECIAL CONSIDERATION.** Each committee member will be required to participate in Title IX training and other training as needed. Members serving on the SDRB should be aware that federal regulations governing the handling of disciplinary matters recommend a specific hearing time schedule. Therefore, SDRB members may need to be available for approximately two to four hours within as little as five days of a student being notified of the alleged violation of the Student Code of Conduct. [add. 1-14, rev. 7-14, 7-16]

Outgoing committee members should be aware that their appointment will continue until their replacement is confirmed and has received the required Title IX training (typically by early fall).
# Idaho State Board of Education

## Proposal for Undergraduate/Graduate Degree Program

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>Oct. 31, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Letters Arts and Social Sciences</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Journalism and Mass Media</td>
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### Program Identification for Proposed New or Modified Program:

<table>
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<tr>
<th>Program Title:</th>
<th>Film &amp; Television Studies</th>
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<tbody>
<tr>
<td>Degree:</td>
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<td>Gradate</td>
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<td>Indicate if Online Program:</td>
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<tr>
<td></td>
<td>X No</td>
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<tr>
<td>CIP code (consult IR /Registrar):</td>
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</tr>
<tr>
<td>Proposed Starting Date:</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Geographical Delivery:</td>
<td>Location(s) Moscow</td>
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<tr>
<td></td>
<td>Region(s) 2</td>
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<tr>
<td>Indicate (X) if the program is/has:</td>
<td>Self-Support</td>
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<tr>
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<td>Professional Fee</td>
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<tr>
<td>Indicate (X) if the program is:</td>
<td>Regional Responsibility</td>
</tr>
<tr>
<td></td>
<td>Statewide Responsibility</td>
</tr>
</tbody>
</table>

### Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Consolidation of Existing Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] New Off-Campus Instructional Program
- [ ] Expansion of Existing Program
- [ ] Other (i.e., Contract Program/Collaborative)

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Research (Institution; as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Graduate Dean or other official (Institution; as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Academic Affairs Program Manager, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>FVP/Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>Provost/VP for Instruction (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>SBOE/Executive Director Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>President</th>
<th>Date</th>
</tr>
</thead>
</table>
Rationale for Creation or Modification of the Program

1. Describe the request and give an overview of the changes that will result. Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

The Bachelor’s degree in Film & Television Studies creates a new, specialized degree in film and television studies using existing courses taught across several departments. The proposed degree is a partnership between the Department of English and the School of Journalism and Mass Media (JAMM), combining film history, media theory, and hands-on filmmaking experience using a film school model.

The program will be housed and administered through JAMM. Coursework for the proposed degree will include already-existing classes in JAMM, the Department of English, the Department of Modern Languages and Cultures, the Department of History, and the Department of Theater.

While drawing on some of the coursework for the existing degree in Broadcasting and Digital Media Production offered through JAMM, the proposed degree will not replace any existing program. Rather, it will create a new degree focused specifically on narrative film, television, and video production.

JAMM’s existing degree in Broadcasting and Digital Media (BDM) focuses more on broadcast news and documentary production. The new degree will have a different audience: students interested in narrative film, entertainment television and video production. While drawing on some of the coursework for existing BDM degree, the proposed degree will attract students with different interests and career goals. It will create a new degree focused specifically on narrative film, television, and video production.

2. Need for the Program. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

a. Workforce need: Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:
1. Producers and Directors (27-2012)

2. Audio and Video Equipment Technicians (27-4011)

3. Photographers (27-4021)

4. Camera Operators, Television, Video, and Motion Pictures (27-4031)

5. Film and Video Editors (27-4032)

<table>
<thead>
<tr>
<th></th>
<th>2015 Jobs (Source: EMSI*)</th>
<th>Projected 2025 Jobs (Source: EMSI*)</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>1,363</td>
<td>1,537</td>
<td>+12.8%</td>
</tr>
<tr>
<td>Regional (WA, OR, ID, MT)</td>
<td>15,039</td>
<td>17,220</td>
<td>+14.5%</td>
</tr>
<tr>
<td>Nation</td>
<td>388,774</td>
<td>438,078</td>
<td>+12.7%</td>
</tr>
</tbody>
</table>


Provide (as appropriate) an additional narrative as to the workforce needs that will be met by the proposed program.

Digital storytelling has exploded with the near-universal access to technologies of production—from smartphone videos to the creation of virtual worlds. Transformative education for jobs in the 21st century demands audio/visual literacy, digital media fluency, and experience in storytelling using a variety of techniques and technologies. Employers need graduates who can use these tools to create media products that meet professional standards as well as graduates whose critical understanding of history and theory leads to innovation.

Entertainment media and creative video production has also expanded greatly thanks to new technologies, from the explosion of serial television content producers such as Netflix, Amazon, and Hulu to the growth in independent filmmaking using social media funding and marketing. Employment in video content creation, editing and production is on the rise, especially in serial television production, which over the last decade has expanded dramatically from its bases in Southern California and New York into new regional centers of television production such as Portland, Seattle, Chicago, and Atlanta. Even Spokane, Washington, has seen an increase in film and television productions thanks to the new demands for entertainment media. Meanwhile, online video has become the new standard for audience engagement—organizations from giant media conglomerates to local non-profits use original, creative video shared via social media to build audiences.

The projected growth in film and television jobs in Idaho, the Northwest, and the country reflects this growing demand for film, television, and other forms of media content. Several occupations included in the projections above, in fact, will likely see dramatic increases over the next decade: Film and Video Editor positions are projected to increase by 37% nationally, while positions as Producers and Directors are expected to increase by 21% nationally.
Graduates in Film & Television Studies will be poised to help meet this demand. Importantly, students from Idaho hoping to work in these fields can earn a bachelor’s degree tailored to those growth areas without having to leave the state.

b. **Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of students was used, please attach a copy of the survey instrument with a summary of results as Appendix A.

The proposed degree is expected to enroll primarily full-time, residential students at the Moscow campus. Given the lack of a bachelor’s degree in film and television studies elsewhere in Idaho and the popularity of this degree at other regional schools, the program will likely draw new students to the University of Idaho who would have otherwise gone out of state for a film and television degree. At recruiting events, JAMM faculty frequently report prospective students expressing interest in film and television production because it is a clearly recognizable degree path that is creative and linked to a clear professional career.

As this suggests, initially student demand from inside the institution will draw on students from various departments, such as JAMM, Theater, Creative Writing, and English, all of which have students who have expressed enthusiasm for a degree in film & television that caters more specifically to their interests.

However, once established, the program will help draw students to the University of Idaho. Research from outside the institution indicates that Film & Television Studies has a high potential for student enrollment and recruitment. Film & Television Studies is identified as a growth area by leaders of Accrediting Council for Education in Journalism and Mass Communication (ACEJME) with high potential for enrollment growth. Additionally, a recent “state of the field” report conducted by the Society for Cinema and Media Studies notes that programs with film studies and film production have an average of around 75 students enrolled.

This research is reflected in the relatively large enrollments at regional, peer institutions: Montana State University graduated 72 students in a similar program in 2014, while the University of Montana and the University of Oregon graduated around 55 students. Smaller schools in Washington state also have stable enrollments: Central Washington University graduated 25 students in 2014 in Film Studies while Eastern Washington University graduated 15 in their film program that year.

As indicated below, these figures lead us to project an enrollment of around 75-80 students (graduating 17-20 per year) after the program becomes available.

c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Creating more statewide expertise in film and television production can help
encourage more media production in Idaho and create more media production jobs in the state. According to the Idaho Film Office in the state Department of Commerce, film and television production companies spent around $12.5 million in Idaho between 2008 and 2015 (a figure that represents only a percentage of total expenditures since not all productions are required to register with the film office). Building a larger pool of professionals in film and television production can help bring even more production to the state. The School of Journalism and Mass Media is currently working with the Idaho Film Office to develop a system linking students and graduates with film and television productions in the state.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The growing demand for digitally fluent and professionally trained graduates across media industries, public institutions, government, and business also suggests the social and cultural importance of media storytelling to shape public discourse. This degree will help train the next generation of media storytellers who will help shape the future of film and television, especially by contributing to the growth of film and television production in the Northwest.

e. If Associate’s degree, transferability:

N/A

3. Similar Programs. Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Degree name and Level</th>
<th>Program Name and brief description if warranted</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Idaho</td>
<td>Bachelor’s degree</td>
<td>Film &amp; Television Studies. Undergraduate major building skills specific to narrative film and entertainment television production.</td>
</tr>
<tr>
<td>Boise State University</td>
<td>Undergraduate Certificate</td>
<td>Cinema/Digital Media Certification. A 22-credit certificate covering basic skills in digital video and storytelling.</td>
</tr>
<tr>
<td>Idaho State University</td>
<td>Bachelor’s degree</td>
<td>Theatre/Film/Video. Undergraduate major emphasizing video recordings of live events (plays, concerts, corporate video).</td>
</tr>
</tbody>
</table>
Lewis Clark State College
Bachelor's degree Communication. Undergraduate major broadly emphasizing skills in media and communication that can include some coursework on video.

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Degree name and Level</th>
<th>Program Name and brief description if warranted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana State University</td>
<td>Bachelor's degree</td>
<td>Film &amp; Photography</td>
</tr>
<tr>
<td>University of Montana</td>
<td>Bachelor of fine arts</td>
<td>Digital Filmmaking</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>Bachelor's degree</td>
<td>Cinema Studies</td>
</tr>
<tr>
<td>Portland State University</td>
<td>Bachelor's degree</td>
<td>Film</td>
</tr>
<tr>
<td>Seattle University</td>
<td>Bachelor's degree</td>
<td>Film Studies</td>
</tr>
<tr>
<td>Central Washington University</td>
<td>Bachelor's degree</td>
<td>Film &amp; Video Studies</td>
</tr>
<tr>
<td>Eastern Washington University</td>
<td>Bachelor's degree</td>
<td>Film</td>
</tr>
</tbody>
</table>

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The most similar program in the state is Boise State University’s 22-credit certificate in Cinema/Digital Media, which also combines film history and theory with hands-on video production. Students at Boise State can earn that certificate while completing a Bachelor's degree in Media Arts.
The proposed degree in Film & Television Studies at the University of Idaho, however, currently has the coursework and instructional capacity to offer a full, specialized Bachelor’s degree in film and television, offering a wider range of skills courses and a more robust set of electives to help students build more specialized areas of emphasis. The breadth of electives in the program—classes that are already being staffed and offered regularly—will allow students to create a range of specialized options, from production design to history and theory to screenwriting, all while developing foundational skills in videography and storytelling. The University of Idaho already has almost all of the resources necessary to build this specialized degree in film & television studies, making UI uniquely positioned to offer this degree starting as soon as possible.

The emphasis on television in the proposed degree (along with the School of Journalism and Mass Media’s 51-year working relationship with Idaho Public Television, unique among Idaho universities and colleges) also offers students a unique opportunity to explore both film and television as possible avenues of employment.

In this way, the proposed degree in Film & Television Studies will be the only full bachelor’s degree in the state of Idaho focused exclusively on narrative film and entertainment television that builds the appropriate skills in storytelling, technical production, history, and theory to prepare students for jobs in creative content production for film, television, and online video.

Moreover, given the projected job growth in film, television, and video production described above, this new program will create more opportunities for students in Idaho to get the necessary skills to meet that demand without having to attend one of several similar regional programs listed above.

5. Describe how this request supports the institution’s vision and/or strategic plan.

A major portion of the University of Idaho’s strategic plan focuses on enrollment growth and creating more opportunities for Idaho residents to get the skills they need to help grow Idaho’s economy. The proposed degree in Film & Television Studies helps fulfill this aspect of the strategic plan by creating a new degree path that can help recruit more prospective students. Additionally, as indicated above, the new major will build the digital media and storytelling skills that are increasingly important to potential employers, positioning graduates for the jobs of the future.

6. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The proposed degree will participate in the routine external reviews conducted by the University of Idaho in order to assure quality.

The new degree program will also develop a series of new assessment protocols to measure student learning and assure the quality of the program (see description of assessment below).
Additionally, other programs in the School of Journalism and Mass Media are accredited through the Accrediting Council on Education in Journalism and Mass Communications. Although this program will not be part of JAMM’s ACEJMC accredited programs, some of the video production coursework for the new major will continue to serve the accredited degree in Broadcasting and Digital Media Production. Those courses will be subject to the rigorous standards of the ACEJMC. Moreover, as the proposed degree develops, JAMM will consider accrediting the bachelor’s degree in Film & Television Studies with ACEJMC, if appropriate.

7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix B.

N/A

8. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
Yes_____ No___X__

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. Five-Year Plan: Is the proposed program on your institution’s approved 5-year plan? Indicate below.

Yes X No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution’s five-year plan. When did consideration of and planning for the new program begin?

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

i. How important is the program in meeting your institution’s regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

iii. Is there a contractual obligation or partnership opportunity to justify the program?

iv. Is the program request or program change in response to accreditation
requirements or recommendations?

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours in required courses offered by the department(s)</td>
<td>42</td>
</tr>
<tr>
<td>Credit hours in required courses offered by other departments</td>
<td>3</td>
</tr>
<tr>
<td>Credit hours in institutional general education curriculum</td>
<td>40</td>
</tr>
<tr>
<td>Credit hours in free electives</td>
<td>35</td>
</tr>
<tr>
<td>Total credit hours required for degree program</td>
<td>120</td>
</tr>
</tbody>
</table>

b. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

As part of their required coursework, students will participate in a capstone film production experience in which they develop and produce a short film or other multimedia project. Functioning as a thesis defense, their work will be presented to a panel of faculty who will assess student work. If their work gets the approval of the faculty panel, the student films will be shown at the local student film festival. As part of the program’s assessment protocols (see below), regional professionals in film, television, and video will attend the festival and evaluate student preparedness for work in the industry.


a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Graduates of this program will be able to:

- Shoot and edit professional quality video.
- Write and interpret scripts and screenplays.
- Direct and produce a film or television shoot through collaboration with other creative personnel.
- Know the significant theories, historical periods, and genres in film and television.
- Use their knowledge of film and television history and theory to craft innovative and informed media content.
- Explain the relationship between cultural diversity and responsible media content.
- Produce media content that reflects an understanding of cultural diversity.
12. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The proposed major will utilize a series of new and unique assessment protocols to measure student learning and the quality of the program.

Assessment of student learning for the proposed major will take three forms:

- **Pre-Test/Post-Test:** Students will take two comprehensive examinations covering: (1) key terminology in describing and analyzing film and television aesthetics, (2) general knowledge of film and television history, and (3) prominent theoretical approaches in film and television studies. The test will be administered first in the introductory course for the major (ENGL 230, Introduction to Film & Television Studies) and then again in one of the senior capstone courses (JAMM 476, Advanced Digital Media Production 2). Comparisons of student performance between the two groups will identify areas for improvement.

- **External Assessment of Student Work:** As part of the curriculum for the proposed major, all students will write, produce, and direct a short film in their final year in the program. Student work that passes an internal faculty defense will be shown at the annual student film festival. As part of the assessment protocols, regional professionals in film, television, and media production (including alumni from JAMM who work in the film and television industry and, eventually, alumni of the proposed program) will be invited to attend the festival to assess student work, providing a written evaluation of their strengths and weaknesses.

- **Senior Focus Group:** A sample of outgoing graduates in the program will participate in focus group during their last term in the program. The focus group will assess student learning and their perspective on how the department can more effectively help develop their educational experience.

- **Alumni Survey:** A sample of alumni will be contacted three years after graduation to determine their job titles, employers and locations. Graduates will be asked how well their coursework in Film & Television Studies prepared them for a career in that field.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

The comparative results of the pre-test/post-test measure will be shared with all affiliated faculty and used to shape the curriculum of the core film & television classes.

The evaluations of external media professionals based on student work shown at the annual film festival will be shared not only with the students to help
prepare themselves and their portfolio but also with the faculty who run the capstone experience. Professional feedback will then inform future versions of the capstone experience.

c. **Measures used.** What direct and indirect measures will be used to assess student learning?

   The two direct measures used will be (1) the comparisons of the pre-test scores and the post-test scores, evaluating student learning across the proposed curriculum, and (2) the external evaluation of student work.

   The primary indirect measure used will be the senior focus group.

d. **Timing and frequency.** When will assessment activities occur and at what frequency?

   The pre-test/post-test measure will be administered every other year.

   The professional feedback on student work at the festival will occur annually.

   The senior focus group and alumni survey will occur annually.

### Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

<table>
<thead>
<tr>
<th>Existing Similar Programs: Historical enrollments and graduate numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://example.com/table.png" alt="Table" /></td>
</tr>
</tbody>
</table>

- **BSU Cinema/Digital Media Certificate**
  - FY 2012-2013: 38
  - FY 2013-2014: 26
  - FY 2014-2015: 39
  - FY 2015-2016: 47
  - Number of Graduates From Program (Summer, Fall, Spring)
    - FY 2012-2013: 11
    - FY 2013-2014: 2
    - FY 2014-2015: 16
    - FY 2015-2016: --

- **ISU Theater/Film/Video**
  - FY 2012-2013: 4
  - FY 2013-2014: 4
  - FY 2014-2015: 7
  - FY 2015-2016: 10
  - Number of Graduates From Program (Summer, Fall, Spring)
    - FY 2012-2013: --
    - FY 2013-2014: 1
    - FY 2014-2015: --
    - FY 2015-2016: --
14. **Projections for proposed program**: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<table>
<thead>
<tr>
<th>Projected Fall Term Headcount Enrollment in Program</th>
<th>Projected Annual Number of Graduates From Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>65</td>
</tr>
</tbody>
</table>

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

   Enrollment estimates are based on existing enrollments in similar regional programs (described in question #2 above) and on national enrollment data provided by the Society for Cinema and Media Studies 2015 “State of the Field” report.

   Given existing faculty resources, the new degree would reach capacity at around 20 graduates per year (around 80 total enrolled). Future investments in equipment and other resources could accommodate more headcounts, depending on demand for the major.

16. **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

   Because the proposed major will mostly draw on already-existing coursework that serves additional needs at the University of Idaho, the minimum enrollment necessary
to sustain the major is flexible. If enrollments do not exceed 20 total students in the first five years of the program, the program could be discontinued without any adverse effects for faculty or administrators.

**Resources Required for Implementation – fiscal impact and budget**

17. **Physical Resources.**

   a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

   Students in the proposed major will share equipment resources with the existing major in Broadcasting and Digital Media Production:

   - Access to cameras, microphones, lights, and other related equipment through the JAMM checkout system.
   - Access to video editing bays in the Radio-TV center.

   b. **Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

   Increasing the number of students using the camera checkout system and the editing bays will constrain the accessibility of existing equipment. These increases will be accommodated through investments in equipment (see below).

   c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

   New expenditures for equipment will be covered by course fees on technical production courses, linking resources to enrollments. First year expenditures are as follows:

   - Cameras: digital video/cinema and DSLRs, bags/cases, chargers, batteries, mounting devices (steady-cams, tripods, etc.). 1 camera kit at $3,000 each to expand equipment checkout system.
   - Lighting: LED and standard Tungsten light kits and stands with varying accessories including diffusion, gels, gloves, and other materials for controlling and shaping light. 1 lighting kit at $1,500 each.
   - Audio: Digital Audio Recorders, microphones, monitors, headphones, stands, and mixers. 2 audio set ups at $1,200 each.
   - Space: Current BDM facilities barely hold the necessary equipment—more space will be required for storage to serve more students.

   Total first year equipment expenditures: $6,900

   With projected enrollment numbers, course and lab fees will produce $7,200 in the first year. If enrollments increase, course fees will produce more funds to expand
equipment as needed.

For example, projected second year enrollments may produce $11,700, enabling the purchase of another camera, lighting kit, and audio setup, plus a computer for handling large files of HD video, software (FCPX, Adobe Suite, Avid, ProTools, etc) at $4,000 each.

18. Library resources

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Personal and space resources for the library should be adequate for the new major, and there should be no impact on existing programs.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional library resources are requested at this time. The library has excellent resources supporting film studies. Materials to support television studies can be added gradually as part of regular requests supporting other JAMM majors.

19. Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Almost all of the coursework for the proposed major already exists and is offered regularly. The Department of English recently reassigned a vacant line to invest in needed expertise in screenwriting, so no new faculty positions are needed to offer the program.

To take advantage of this new faculty resource, the new major will require the creation of only one new course: ENGL/JAMM 231, “Introduction to Scriptwriting,” which will be taught in fall and spring by the new faculty member. The new faculty will also teach the advanced screenwriting course (JAMM 471/THE 441).

Additionally, the proposed major will require reallocation of existing faculty time to teach additional sections as needed and changes of the following courses:

- ENGL 230, “Introduction to Film & Television Studies.” Currently offered once a year by Anna Banks, Associate Professor in English. An additional section will be offered by Russell Meeuf, Assistant
Professor in JAMM.

- JAMM 275, “Introduction to Broadcasting and Digital Media Production.” Currently offered in fall and spring by Denise Bennett, Assistant Professor in JAMM. Additional sections will be offered as needed by instructors in JAMM.

- ENGL 221 & 222, “History of World Cinema, parts 1 & 2.” These courses are offered regularly, but their enrollments can be increased as needed to accommodate additional student demand and require no additional teaching resources.

Additional courses in the major are offered regularly with room for enrollment growth or else are one of many electives students can choose from, spreading the enrollment load across several existing courses.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

**Administrate Resources:**

One faculty member in JAMM or English will serve as director of the Film & Television Studies program for a two-year period. The director will receive a yearly course-reassignment in order to oversee advising, assessment, recruitment, and curricular matters.

**Instructional Resources:**

JAMM and English will teach all required courses in the major in order to guarantee students are able to complete their degrees in a timely manner. Affiliated faculty members from other CLASS units will teach elective courses. Elective course offerings will not require additional resources from those units.

Affiliated faculty for the program include:

- Anna Banks, Associate Professor, English Department. Currently teaches film studies courses in the English department that serve as electives there. Under the new degree those courses will become required for majors. Four to five courses per year will contribute to the proposed major.

- Denise Bennett, Assistant Professor, School of Journalism and Mass Media. Currently oversees video production coursework for the Broadcasting and Digital Media Production major. Those courses will now also accommodate students in the proposed major. Four to five courses per year will contribute to the proposed major.

- Dale Graden, Professor, History Department. One course per year will contribute as an elective to the proposed major.

- Benjamin James, Clinical Assistant Professor, English (to begin Aug. 2017). Three to four courses per year will contribute to the proposed major.

- Jan Johnson, Clinical Assistant Professor, English. One course per
year will contribute as an elective to the proposed major.

- Ashley Kerr, Assistant Professor, Modern Languages and Culture. Two courses per year will contribute as an elective to the proposed major.

- Tara MacDonald, Assistant Professor, English. One course per year will contribute as an elective to the proposed major.

- Russell Meeuf, Assistant Professor, School of Journalism and Mass Media. Three to four courses per year will contribute to the proposed major.

- Glenn Mosley, Senior Instructor, School of Journalism and Mass Media. Two to three courses per year will contribute to the proposed major.

- Sarah Nelson, Associate Professor, Modern Languages and Cultures. One course per year will contribute as an elective to the proposed major.

- Pingchao Zhu, Professor, History. One course per year will contribute as an elective to the proposed major.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Currently, the major in Broadcasting and Digital Media Production includes some students with interests in entertainment media and creative content production (even if the existing major doesn’t serve their interests as well as it could). We expect that some of these students will switch into the new major when it becomes available, resulting in a temporary decline in enrollment in Broadcasting and Digital Media Production.

However, the creation of the new major will help the university retain students who have historically transferred out of the University of Idaho to attend regional programs that focus more specifically on film and television production. The success of such a degree at our regional competitors also suggests that we will be able to more successfully recruit new students to the university.

Additionally, the technical and broadcast journalism skills of the Broadcasting and Digital Media Production degree continue to align with other areas of employment growth in media production, so we expect the Broadcasting and Digital Media Production major to keep drawing students with those interests.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

No new faculty or other personnel resources are needed.
Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The College of Letters, Arts, and Social Sciences has agreed to reallocate a vacant faculty position in the Department of English to help support the proposed program.

b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

c) **Non-ongoing sources:**
   i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution’s plans for sustaining the program when that funding ends?

   ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

   N/A

d) **Student Fees:**
   i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

   Two required courses in the curriculum (JAMM 275 and JAMM 475) use special course fees in accordance with Board Policy V.R., 3.c.iii.

   Fees support the purchase of video production equipment for use in the classroom and in required student projects. The revenues from such fees are reflected in the attached budget and will cover the costs of the new equipment described above (#17, Physical Resources, part c, Needed Resources).

   ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

   N/A

20. Using the **budget template** provided by the Office of the State Board of Education, provide the following information:
**Program Resource Requirements.**
- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

### I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Headcount</td>
<td>FTE</td>
<td>Headcount</td>
</tr>
<tr>
<td>A. New enrollments</td>
<td>5</td>
<td>5</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>B. Shifting enrollments</td>
<td>35</td>
<td>35</td>
<td>45</td>
<td>45</td>
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<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>40</strong></td>
<td><strong>40</strong></td>
<td><strong>65</strong></td>
<td><strong>65</strong></td>
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### II. REVENUE

<table>
<thead>
<tr>
<th></th>
<th>FY 18</th>
<th>FY 19</th>
<th>FY 20</th>
<th>FY 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. New Appropriated Funding Request</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Institution Funds</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. New Tuition Revenues from Increased Enrollments</td>
<td>$33,215.60</td>
<td>$132,862.40</td>
<td>$265,724.80</td>
<td>$332,156.00</td>
</tr>
<tr>
<td>5. Student Fees</td>
<td>$7,200.00</td>
<td>$11,700.00</td>
<td>$12,600.00</td>
<td>$13,500.00</td>
</tr>
<tr>
<td>6. Other (i.e., Gifts)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$40,416</strong></td>
<td><strong>$0</strong></td>
<td><strong>$144,562</strong></td>
<td><strong>$0</strong></td>
</tr>
</tbody>
</table>

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.*

*One-time is defined as one-time funding in a fiscal year and not part of the base.*

### III. EXPENDITURES
### A. Personnel Costs

<table>
<thead>
<tr>
<th></th>
<th>FY 18</th>
<th>FY 19</th>
<th>FY 20</th>
<th>FY 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FTE</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>2. Faculty</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>3. Adjunct Faculty</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
<td>$0.00</td>
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<tr>
<td>4. Graduate/Undergrad Assistants</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td>5. Research Personnel</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td>6. Directors/Administrators</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>7. Administrative Support Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Fringe Benefits</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>9. Other:</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
<td>$0.00</td>
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</tbody>
</table>

**Total Personnel and Costs**

<table>
<thead>
<tr>
<th></th>
<th>FY 18</th>
<th>FY 19</th>
<th>FY 20</th>
<th>FY 21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</table>
### B. Operating Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Professional Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Other Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Communications</td>
<td>$1,200.00</td>
<td>$1,200.00</td>
<td>$1,200.00</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>5. Materials and Supplies</td>
<td>$500.00</td>
<td>$500.00</td>
<td>$500.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>6. Rentals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Materials &amp; Goods for Manufacture &amp; Resale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Miscellaneous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Operating Expenditures**

| FY   | $1,700 | $0    | $1,700 | $0 |

### C. Capital Outlay

<table>
<thead>
<tr>
<th>Item</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Library Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Equipment</td>
<td>$7,200.00</td>
<td>$0.00</td>
<td>$11,700.00</td>
<td>$12,600.00</td>
</tr>
</tbody>
</table>

**Total Capital Outlay**

| FY   | $7,200 | $0    | $11,700 | $0 | $12,600 | $0 | $13,500 | $0 |

### D. Capital Facilities

<table>
<thead>
<tr>
<th>Construction or Major Renovation</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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</table>
### E. Other Costs

<table>
<thead>
<tr>
<th></th>
<th>II 4</th>
<th>II 5</th>
<th>III C.2</th>
<th>III E</th>
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<tbody>
<tr>
<td><strong>Utilities</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Maintenance &amp; Repairs</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Other Overhead</strong></td>
<td>$8,303.90</td>
<td>$33,215.60</td>
<td>$66,431.20</td>
<td>$83,039.00</td>
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<tr>
<td><strong>Total Other Costs</strong></td>
<td>$8,304</td>
<td>$0</td>
<td>$33,216</td>
<td>$0</td>
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<tr>
<td><strong>TOTAL EXPENDITURES:</strong></td>
<td>$8,900</td>
<td>$0</td>
<td>$13,400</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Net Income (Deficit)</strong></td>
<td>$31,516</td>
<td>$0</td>
<td>$131,162</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Budget Notes (specify row and add explanation where needed; e.g., "I.A., B. FTE is calculated using…"):**

- II 4 Of the expected student enrollment, 10% is expected from out of state. Res = $2,581.60/semester; NR = $9,985.16/semester (FY2017 rates)
- II 5 Course fees of $90 each for 275 and 475, per student for equipment expenses
- III C.2 Equipment costs for cameras, lighting kits, and computers for edit bays, funded by student course fees
- III E Overhead is calculated at 25% of tuition revenue (special course fees are not included)
Film and Television Studies (B.A. or B.S.)

*Note:* In order to graduate with a degree in Film and Television Studies, a 2.50 GPA must be attained.

Required course work includes the university requirements (see regulation J-3), the CLASS requirements for the B.A. or B.S. degree, and:

ENGL 230 Introduction to Film Studies 3 cr
ENGL/JAMM 231 Introduction to Screenwriting 3 cr
ENGL 221 History of Film 1895-1945 3 cr
ENGL 222 History of Film 1945-present 3 cr
JAMM 275 Introduction to Broadcasting and Digital Media Production 4 cr

Additional Production (5 cr):
JAMM 374 Digital Media Field Production 3 cr
ENGL 446/JAMM 471/THE 441 Foundations of Screenwriting 3 cr
JAMM 473 Lighting for Digital Media Production 1 cr
JAMM 474 Video Editing 1 cr

History, Culture, and Theory (6 cr):
3 credits of which must be in under-served, non-canonical, or international film, reflecting cultural diversity (*):
AIST 320 The Celluloid Indian: American Indians in Popular Film 3 cr*
ENGL 420 Literature and Film 3 cr
ENGL 432 Film Theory and Criticism 3 cr
ENGL/JAMM 477 Documentary Film 3 cr
FLEN 315 French/ Francophone Cinema in Translation 3 cr*
FLEN 326 Chinese Cinema in Translation 3 cr*
FLEN 331 Japanese Anime 3 cr*
FLEN 390 Representation and Reality in Spanish Cinema 3 cr*
FLEN 391 Hispanic Cinema 3 cr*
FREN 419 French & Francophone Cinema 3 cr*
HIST 414 History and Film 3 cr, max 6*
JAMM/SOC 339 Crime and the Media 3 cr
JAMM 378 American Television Genres 3 cr
JAMM 379 Hollywood Portrayals of Journalists 3 cr
JAMM 445 History of Mass Media 3 cr
SPAN 423 Gender and Identity in Spanish Cinema 3 cr*
SPAN 424 Human Rights and Hispanic Cinema 3 cr*

Electives (12 cr):
*Students may also substitute other courses if approved by the director of the Film & Television Studies program.*
AIST 320 The Celluloid Indian: American Indians in Popular Film 3 cr
ENGL 420 Literature and Film 3 cr
ENGL 432 Film Theory and Criticism 3 cr
ENGL 446/JAMM 471/THE 441 Foundations of Screenwriting 3 cr
ENGL/JAMM 477 Documentary Film 3 cr
FLEN 315 French/ Francophone Cinema in Translation 3 cr
FLEN 326 Chinese Cinema in Translation 3 cr
FLEN 331 Japanese Anime 3 cr
FLEN 390 Representation and Reality in Spanish Cinema 3 cr
FLEN 391 Hispanic Cinema 3 cr
FREN 419 French & Francophone Cinema 3 cr
HIST 414 History and Film 3 cr, max 6
JAMM/SOC 339 Crime and the Media 3 cr
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAMM 374</td>
<td>Digital Media Field Production</td>
<td>3 cr</td>
</tr>
<tr>
<td>JAMM 378</td>
<td>American Television Genres</td>
<td>3 cr</td>
</tr>
<tr>
<td>JAMM 379</td>
<td>Hollywood Portrayals of Journalists</td>
<td>3 cr</td>
</tr>
<tr>
<td>JAMM 445</td>
<td>History of Mass Media</td>
<td>3 cr</td>
</tr>
<tr>
<td>JAMM 473</td>
<td>Lighting for Digital Media Production</td>
<td>1 cr</td>
</tr>
<tr>
<td>JAMM 474</td>
<td>Video Editing</td>
<td>1 cr</td>
</tr>
<tr>
<td>SPAN 423</td>
<td>Gender and Identity in Spanish Cinema</td>
<td>3 cr</td>
</tr>
<tr>
<td>SPAN 424</td>
<td>Human Rights and Hispanic Cinema</td>
<td>3 cr</td>
</tr>
<tr>
<td>THE 105</td>
<td>Basics of Performance</td>
<td>3 cr</td>
</tr>
<tr>
<td>THE 106</td>
<td>Basics of Performance</td>
<td>3 cr</td>
</tr>
<tr>
<td>THE 201</td>
<td>Scene Design I</td>
<td>3 cr</td>
</tr>
<tr>
<td>THE 202</td>
<td>Costume Design I</td>
<td>3 cr</td>
</tr>
<tr>
<td>THE 205</td>
<td>Lighting Design I</td>
<td>3 cr</td>
</tr>
<tr>
<td>THE 305</td>
<td>Intermediate Acting</td>
<td>3 cr</td>
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<tr>
<td>THE 306</td>
<td>Intermediate Acting</td>
<td>3 cr</td>
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<tr>
<td>THE 410</td>
<td>Costume Design II</td>
<td>3 cr, max 12</td>
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<tr>
<td>THE 465</td>
<td>Advanced Scene Design</td>
<td>3 cr</td>
</tr>
<tr>
<td>THE 471</td>
<td>Directing</td>
<td>3 cr</td>
</tr>
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</table>

**Senior Experience (6 cr):**
- JAMM 475 Advanced Digital Media Production 1  | 3 cr |
- JAMM 476, Advanced Digital Media Production 2 | 3 cr |

**Courses to total 120 credits for this degree**
# Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>October 5, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Science</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Department of Biological Sciences</td>
</tr>
</tbody>
</table>

## Program Identification for Proposed New or Modified Program:

<table>
<thead>
<tr>
<th>Program Title:</th>
<th>Medical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree: BS Degree Designation</td>
<td>Undergraduate Graduate</td>
</tr>
<tr>
<td>Indicate if Online Program:</td>
<td>Yes No</td>
</tr>
<tr>
<td>CIP code (consult IR /Registrar):</td>
<td>51.1100</td>
</tr>
<tr>
<td>Proposed Starting Date:</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Geographical Delivery: Location(s) Region(s)</td>
<td>Moscow II</td>
</tr>
<tr>
<td>Indicate (X) if the program is/has:</td>
<td>Self-Support Professional Fee</td>
</tr>
<tr>
<td>Indicate (X) if the program is:</td>
<td>Regional Responsibility Statewide Responsibility</td>
</tr>
</tbody>
</table>

## Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Consolidation of Existing Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] New Off-Campus Instructional Program
- [ ] Expansion of Existing Program
- [ ] Other (i.e., Contract Program/Collaborative)

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Research (Institution; as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Graduate Dean or other official (Institution; as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Academic Affairs Program Manager, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>FVP/Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>Provost/VP for Instruction (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>SBOE/Executive Director Approval</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
</tr>
</tbody>
</table>
Rationale for Creation or Modification of the Program

1. Describe the request and give an overview of the changes that will result. Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

This request is for a new undergraduate major, Medical Sciences, which would be administered by the Department of Biological Sciences at the University of Idaho. It has an interdisciplinary curriculum that will prepare students for admission to professional programs in a variety of healthcare related fields (e.g., medicine, dentistry, ophthalmology, pharmacology, etc.). It will also serve students who are interested in healthcare-related professions in areas such as writing, policy and administration. The Medical Sciences curriculum utilizes existing courses from across the campus to provide the breadth and depth necessary for future student success. This new major does not duplicate or replace any existing program within the state.

2. Need for the Program. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

a. Workforce need: Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. pre-med applicant (see below)

2. pre-dent applicant (see below)

<table>
<thead>
<tr>
<th>Local (Service Area)</th>
<th>State DOL data</th>
<th>Federal DOL data</th>
<th>Other data source: (describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Nation</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

NA = not applicable
Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

In most instances this new major will not lead immediately to new jobs; that is, students graduating will not immediately enter wage-earning employment. This major is designed primarily to provide appropriate and necessary preparation for healthcare-related professional programs (e.g., medicine, dentistry, etc.) and secondarily to provide an enhanced STEM education that may be applicable to other professions. Most health professions require at least a 4-year program of study at the BA/BS level in order to apply for post-graduate training. The Medical Sciences major curriculum is tailored to meet the requirements of the healthcare profession and is designed to help students gain admission to the healthcare professional program of their choice. So, while it will not lead immediately to jobs in the local, state, or national workforce, it will ultimately add highly trained individuals to the workforce when these students complete their professional training. Note, that not all students that graduate from this major may choose to enter a professional program, but could use this education for other healthcare-related careers that may or may not require additional training beyond the BS (e.g., medical writer, healthcare administration, lawyer).

b. **Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as Appendix A.

The mostly likely student population would be new, incoming, full-time first-year (freshmen) students that have an interest in a future healthcare-related professional program. This would include, for example, students interested in medicine or dentistry, but would be suitable for students going into radiology, physician’s assistant, or medical technology. Currently, the university tracks students that are interested in pre-health studies through a Pre-Health Minor program or through pre-health advising; there are currently 136 such students enrolled. Therefore, considerable demand for this new major is anticipated.

c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

This new major would prepare students to be highly successful in healthcare and healthcare-related professions. The healthcare field is a well-paid sector of the employment world. Students, and those from Idaho (i.e., in-state) in particular, that choose to stay within the state after their professional program is completed would contribute significantly to Idaho’s economy.

d. **Societal Need:** Describe additional societal benefits and cultural benefits of the program.

The State of Idaho has a need for well-trained healthcare professionals. This new major would provide the opportunity to educate in-state students and make them more successful at gaining admission to and succeeding in health-related
professional programs. Students from Idaho are more likely to stay in the state after their training is complete and contribute to the societal needs of Idaho.

e. If Associate’s degree, transferability:

Not applicable (i.e., this is a 4-year BS degree).

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Degree name and Level</th>
<th>Program Name and brief description if warranted</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Idaho</td>
<td>BS Medical Sciences</td>
<td>4-year BS degree in Medical Sciences; fulfills requirements for many pre-professional programs (pre-med, pre-dental, pre PA etc.); highly interdisciplinary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Degree name and Level</th>
<th>Program Name and brief description if warranted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington State University</td>
<td>Basic Medical Sciences major</td>
<td>Major that offers all the science needed to enter medical school or other health science schools.</td>
</tr>
<tr>
<td>Montana State University</td>
<td>Health &amp; Human Performance major</td>
<td>Major that prepares students for health-related graduate programs.</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>BioHealth Sciences major</td>
<td>Major for students that could enter health-science graduate fields.</td>
</tr>
</tbody>
</table>

4. **Justification for Duplication with another institution listed above.** (if applicable). If the
proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

This new program is not offered by any other Idaho public institution. The BS in Health Sciences at ISU is the most similar program offered, but it does not target that same student population (e.g., pre-professional medical students). The ISU program has fewer requirements and utilizes a lower level chemistry and biology course sequence. We feel that the requirements of our proposed program will position students well to continue on into health care professions or professions related to health care.

5. Describe how this request supports the institution's vision and/or strategic plan.

The University of Idaho is embarking on a new Strategic Plan that emphasizes transformative education and expanding the institution’s intellectual and economic impact. An objective of this plan is increased enrollment. A new major in Medical Sciences will add a new intellectual dimension to the university’s curricular offerings that we don’t currently support. In addition, this major, the first of its kind in Idaho, will attract students that want exceptional academic preparation for their future professional plans at an affordable cost (and not necessitate out-of-state enrollment).

6. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The University will ensure the quality of the program through its three-step review process. All new curricula are evaluated and approved first by the sponsoring department (i.e., Department of Biological Sciences), second by a college-level Curriculum Committee (i.e., College of Science), and finally by a university-wide committee (i.e., University Curriculum Committee). There is no special accreditation required for this new major, however, all programs are assessed every 7 years as part of the external program review process, and as required by SBOE and NWCCU. Since the next program review for Biological Sciences is scheduled for fall 2017, and this new major begins at that time, the first assessment of this new major would occur at the time of the following program review.

7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix B.

Not applicable.

8. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
Yes _____ No ___X____
If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan: Is the proposed program on your institution’s approved 5-year plan? Indicate below.**
   
   Yes X  No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. **Describe why the proposed program is not on the institution’s five year plan.**
   When did consideration of and planning for the new program begin?

b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

**Criteria.** As appropriate, discuss the following:

i. How important is the program in meeting your institution’s regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

iii. Is there a contractual obligation or partnership opportunity to justify the program?

iv. Is the program request or program change in response to accreditation requirements or recommendations?

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

**Curriculum, Intended Learning Outcomes, and Assessment Plan**

10. **Curriculum for the proposed program and its delivery.**

   a. **Summary of requirements.** Provide a summary of program requirements using the following table.

   | Credit hours in required courses offered by the department (s) offering the program. | 41 |
   | Credit hours in required courses offered by other departments: | 60 |
   | Credit hours in institutional general education curriculum | 10 |
   | Credit hours in free electives | 9 |
   | Total credit hours required for degree program: | 120 |

   b. **Additional requirements.** Describe additional requirements such as comprehensive
examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

There is a Senior Capstone (2-4 cr.) requirement for this major. There is also a Leadership and Professionalism (5-6 cr.) requirement that contains an internship (i.e., Biol 398) option.


   a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Graduates will be expected to:

1. Demonstrate a strong knowledge base regarding biological, physical, health, and behavioral sciences as a foundation for admission to graduate level health / medical professional programs and future practice as healthcare professionals.
2. Display strong skills in communication and collaboration, particularly interpersonal skills required for patient/provider and professional interaction.
3. Demonstrate knowledge of professionalism and sound ethical standards.
4. Describe the importance of cultural competency and appreciation for diversity in the community and healthcare environments.
5. Identify and use professional/scientific literature and materials to support professional decision-making related to clinical practice and healthcare issues.
6. Communicate through oral and written assignments the scholarly and analytical skills (critical thinking), as well as the innate curiosity, necessary to become lifelong learners.

12. Assessment plans

   a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

   The assessment process will utilize the Intended Learning Outcomes described above as a framework. One course from the curriculum will be selected to provide data for each outcome. A rating scale of 1) above expectations, 2) meets expectations, or 3) below expectations will be used for evaluation. This information will be used to inform decisions on any curricular changes that need to be made.

   b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

   The data collected on learning outcome performance is compiled and presented to the department faculty at a meeting dedicated for assessment review. Faculty discussion is utilized to make appropriate changes to courses that are not satisfactorily meeting learning objectives.
In addition, we will track admission to professional programs as a metric of our success.

c. **Measures used.** What direct and indirect measures will be used to assess student learning?

Direct measures of learning outcomes as measured by exam performance will be used.

d. **Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment activities occur on an annual basis during the academic year. Reporting typically occurs at the beginning of fall semester.

### Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

<table>
<thead>
<tr>
<th>Institution and Program Name</th>
<th>Fall Headcount Enrollment in Program</th>
<th>Number of Graduates From Program (Summer, Fall, Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY_</td>
<td>FY_</td>
</tr>
<tr>
<td>BSU</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

NA = not applicable
14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<table>
<thead>
<tr>
<th>Program Name: BS Medical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Projected Fall Term Headcount Enrollment in Program</strong></td>
</tr>
<tr>
<td>FY18 (first year)</td>
</tr>
<tr>
<td>50</td>
</tr>
</tbody>
</table>

15. **Describe the methodology for determining enrollment and graduation projections.**

Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The initial capacity for this program is 100 students, but it is unlikely that enrollment of this magnitude will be realized immediately. Combined with this thinking, it is anticipated that there will be a shift of freshman interest from other majors in Biological Sciences (i.e., Biochemistry, Biology, Molecular Biology, and Microbiology) to this new major in Medical Sciences. Since ~50% of current Biological Sciences majors have an interest in a healthcare profession (and current enrollment numbers of incoming freshman = ~100 students) we estimate that the FY18 headcount would be approximately 50 students. A 10% increase in subsequent years seems reasonable initially. An unknown, that we acknowledge, is the number of current students (2nd-4th year) that might switch major. This, however, would not markedly affect the total number of students in Biological Sciences (or other programs at the university), but could increase the numbers in the table above for the Medical Sciences major.

The recruitment efforts will be manifold. We are planning the following: an advertising campaign (mass media, brochure), new information through the department (website and faculty advisors), our Vandal Ambassador Program at high school recruiting events across the state, and dissemination through the UI Pre-Health Advisor.

Since the University of Idaho has a 55% graduation rate (previous five-year average) the projected number of graduates is based on this number. However, we expect the quality of students entering this major to be high and therefore predict that the graduation rate from this major will be above the university average (this has therefore been built into the projections indicated). We are projecting some graduates by the third year (i.e., FY20) of the new major due to transfer students, but the first significant number of graduating students would occur in FY 21, due to the first freshman cohort entering in FY 18.
16. **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The minimum for program continuance is 15 students. The basis for this minimum number is that it is similar to other viable majors in Biological Sciences (and other programs on campus).

**Resources Required for Implementation – fiscal impact and budget**

17. **Physical Resources.**

   a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

   The physical resources currently in place at the University of Idaho Moscow campus will be used for the delivery of all the courses listed on the new curriculum.

   b. **Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

   In the short term, increased use of physical resources will not impact existing programs, because it is anticipated that most students will be shifting majors within Biological Sciences. A university-wide 20% increase in student enrollment is possible without affecting physical resources. This scope will easily accommodate the enrollment of this new major.

   c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

   New resources needed in laboratory courses for increased enrollment will be met by the corresponding lab fees.

18. **Library resources**

   a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

   There are adequate existing library resources for this new major.

   b. **Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the
19. Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

In the short term, no new personnel resources or course sections are necessary for this new major. However, should we experience large future enrollment there may be a need to increase the number of instructors, tenure-track faculty and teaching assistants will be needed to teach some courses.

b. **Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

This new major uses courses currently existing in the University of Idaho catalog. Most of the required courses are already being taken by students who plan to apply to healthcare professional programs. In the case of elective courses, a selection has been developed in each category to avoid large increases in any specific course. Advising resources have already been identified for this new major, including college-level advising initially with a switch to departmental advising of more advanced students. Students will also work with the university-wide advisor for the health care professions.

c. **Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

It is anticipated that most enrollment in this new major will come from shifting majors within Biological Sciences, although some may come from other programs. Biological Sciences will monitor enrollment in its other majors over time and will make adjustments to majors as appropriate. It is anticipated that most pre-physical therapy students and pre-occupational therapy students will continue to major in Movement Sciences.

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

No new personnel are required to support this proposed program unless and until the program results in a large increase in enrollment.

20. Revenue Sources
a) **Reallocation of funds**: If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

No reallocation of funds is required.

b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation is required.

c) **Non-ongoing sources**: Not applicable.

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

There are no new institutional local fees.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The total cost to students will be $7,232 for in-state and $22,040 for out-of-state (i.e., the same as other UI BS programs).

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).
Medical Sciences (B.S.)

To graduate in this program, students must earn a minimum grade of "C" in Biol 115 and Biol 115L. Required course work includes the university requirements (see regulation J-3) and:

Biol 115 Cells and the Evolution of Life 3 cr
Biol 115L Cells and the Evolution of Life Laboratory 1 cr
Biol 120 Human Anatomy 4 cr
Biol 121 Human Physiology 4 cr
Biol 204 Introduction to Health Professions 1 cr
Biol 250 General Microbiology 3 cr
Biol 255 General Microbiology Lab 2 cr
Biol 310 Genetics 3 cr
Biol 315 Genetics Lab 1 cr
Biol 312 Molecular and Cellular Biology 3 cr
Biol 313 Molecular and Cellular Laboratory 1 cr
Biol 380 Biochemistry I 4 cr
Chem 111 Principles of Chemistry I 4 cr
Chem 112 Principles of Chemistry II 5 cr
Chem 277 Organic Chemistry I 3 cr
Chem 278 Organic Chemistry I: Lab 1 cr
Math 170 Analytic Geometry and Calculus I 4 cr
Phil 103 Ethics 3 cr
Psyc 101 Introduction to Psychology 3 cr
Soc 101 Introduction to Sociology 3 cr

Physics (8 cr):
Phys 111 General Physics 3 cr
Phys 111L General Physics I Lab 1 cr
Phys 112 General Physics II 3 cr
Phys 112L General Physics II Lab 1 cr
OR
Phys 211 Engineering Physics I 3 cr
Phys 211L Laboratory Physics I 1 cr
Phys 212 Engineering Physics II 3 cr
Phys 212L Laboratory Physics II 1 cr

Written Communication (3 cr):
Engl 208 Personal and Exploratory Writing 3 cr
Engl 317 Technical Writing 3 cr
Engl 318 Science Writing 3 cr

One of the following Senior Capstone courses (2 cr):
Biol 401 Undergraduate Research 1 - 4 cr
Biol 405 Practicum in Anatomy Laboratory Teaching 2 - 4 cr
Biol 408 Practicum in Human Physiology Laboratory Teaching 2 - 4 cr
Biol 411 Senior Capstone 2 cr

One of the following (3 cr):
Stat 251 Statistical Methods 3 cr
Stat 301 Probability and Statistics 3 cr
One of the following (3 cr):
- Anth 417 Social Data Analysis 3 cr
- Biol 456 Computer Skills for Biologists 3 cr
- Chem 302 Principles of Physical Chemistry 3 cr
- Math 437 Mathematical Biology 3 cr
- Stat 431 Statistical Analysis 3 cr

Critical Thinking (3 cr):
- Engl 207 Persuasive Writing 3 cr
- Hist 382 History of Biology: Conflicts and Controversies 3 cr
- Phil 201 Critical Thinking 3 cr
- Phil 202 Introduction to Symbolic Logic 3 cr

Leadership and Professionalism (5 cr):
- Biol 398 Internship 1-3 cr
- Bus 311 Intro to Management 3 cr
- INTR 493 Pre-Health Peer Mentor 1 cr
- INTR 492 College of Science Ambassadors 1 cr
- PHIL 361 Professional Ethics 3 cr
- Psyc 414/OrgS 414 Traumatic Events: Preparation, Intervention, Evaluation 3 cr

Psychology (6 cr):
- Psyc 305 Developmental Psychology 3 cr
- Psyc 311 Abnormal Psychology 3 cr
- Psyc 325 Cognitive Psychology 3 cr
- Psyc 372 Physiological Psychology 3 cr
- Psyc 419 Adult Development and Aging 3 cr
- Psyc 470 Introduction to Chemical Addictions 3 cr
- Psyc 472 Introduction to the Pharmacology of Psychoactive Drugs 3 cr

Global and Cultural Competence (6 cr):
- Anth 327 Belief Systems 3 cr
- Anth 427 Racial and Ethnic Relations 3 cr
- Comm 335 Intercultural Communication 3 cr
- FCS 411 Global Nutrition 3 cr
- Hist 380 Disease and Culture: History of Western Medicine 3 cr
- Jamm 340 Cultural Diversity and the Media 3 cr
- Phil 367 Global Justice 3 cr
- PolS 385 Political Psychology 3 cr
- Soc 301 Introduction to Diversity and Stratification 3 cr
- Soc 340 Social Change & Globalization 3 cr
- Soc 344 Urban Sociology 3 cr

Biomedical Sciences (9 cr):
- BE 425 Introduction to Biomedical Engineering 3 cr
- Biol 314 Ecology and Population Biology 4 cr
- Biol 324 Comparative Vertebrate Anatomy 4 cr
- Biol 421 Advanced Evolution/Population Dynamics 3 cr
- Biol 428 Microscopic Anatomy 4 cr
- Biol 432 Immunology 3 cr
- Biol 433 Pathogenic Microbiology 3 cr
- Biol 444 Genomics 3 cr
Biol 447 Virology 3 cr
Biol 454 Biochemistry II 3 cr
Biol 461 Neurobiology 3 cr
Biol 474 Principles of Developmental Biology 3 cr
Biol 482 Protein Structure and Function 3 cr
Biol 487 Eukaryotic Molecular Genetics 3 cr
Chem 372 Organic Chemistry II 3 cr
FCS 361 Advanced Nutrition 3 cr
H&S 450 Critical Health Issues 3 cr
H&S 451 Psychosocial Determinants of Health 3 cr

Courses to total 120 credits for this degree
**Program Resource Requirements.**
- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

## I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. New enrollments</td>
<td>50</td>
<td>55</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>B. Shifting enrollments</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>110</td>
</tr>
</tbody>
</table>

## II. REVENUE

<table>
<thead>
<tr>
<th></th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1. New Appropriated Funding Request</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Institution Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. New Tuition Revenues from Increased Enrollments</td>
<td>$258,116</td>
<td>$283,928</td>
<td>$309,739</td>
<td>$335,551</td>
</tr>
<tr>
<td>5. Student Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other (i.e., Gifts)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$258,116</td>
<td>$0</td>
<td>$283,928</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$309,739</td>
<td>$0</td>
<td>$335,551</td>
<td>$0</td>
</tr>
</tbody>
</table>

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.*

*One-time is defined as one-time funding in a fiscal year and not part of the base.*
### III. EXPENDITURES

#### A. Personnel Costs

<table>
<thead>
<tr>
<th></th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adjunct Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Graduate/Undergrad Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Research Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Directors/Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Administrative Support Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Fringe Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Personnel and Costs: $0 $0 $0 $0 $0 $0 $0 $0 $0 $0

Draft-November 6, 2015

Faculty Senate 2016-17 Meeting #12 - November 15, 2016 - Page 65
### B. Operating Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Professional Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Other Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Materials and Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Rentals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Materials &amp; Goods for Manufacture &amp; Resale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Miscellaneous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Operating Expenditures**

<table>
<thead>
<tr>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### C. Capital Outlay

<table>
<thead>
<tr>
<th>Item</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Library Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Equipment</td>
<td></td>
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</tbody>
</table>

**Total Capital Outlay**

<table>
<thead>
<tr>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
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<td>FY</td>
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<tr>
<td>2018</td>
<td>2019</td>
<td>2020</td>
<td>2021</td>
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**D. Capital Facilities**

**Construction or Major Renovation**

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**E. Other Costs**

<table>
<thead>
<tr>
<th>Utilities</th>
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</thead>
<tbody>
<tr>
<td>Maintenance &amp; Repairs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Overhead</th>
<th>$64,529</th>
<th>$70,982</th>
<th>$77,435</th>
<th>$83,888</th>
</tr>
</thead>
</table>

**Total Other Costs**

<table>
<thead>
<tr>
<th>Total Other Costs</th>
<th>$64,529</th>
<th>$0</th>
<th>$70,982</th>
<th>$0</th>
<th>$77,435</th>
<th>$0</th>
<th>$83,888</th>
<th>$0</th>
</tr>
</thead>
</table>

**TOTAL EXPENDITURES:**

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**Net Income (Deficit)**

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</tr>
</thead>
</table>

$258,116 | $0 | $283,928 | $0 | $309,739 | $0 | $335,551 | $0 |

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):  

<p>| | | | |</p>
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</table>

II.4 Tuition rate of $2,581.16 per semester used.
Graduate Admission to the University

The University of Idaho offers 31 doctoral programs, 5 specialist programs, and 87 master’s programs. Graduate students are able to pursue degrees full- or part-time.

Graduate programs are offered through one or more of the following locations: Moscow, the UI's Centers in Boise, Coeur d'Alene, or Idaho Falls, as well as Engineering Outreach or other distance learning opportunities. Please see www.uidaho.edu/admissions/graduate to determine where graduate programs are delivered.

More than 600 faculty members participate in teaching and research. In addition to the accreditation of some individual programs, the University is accredited by the Northwest Commission on Colleges and Universities.

Academic Requirements

Students who satisfy all criteria listed below will be considered for graduate admission to the University of Idaho:

1. Have a bachelor’s degree from a regionally accredited U.S. college or university, or recognized international institution accredited by a regional accrediting association. If the degree is not from a regionally accredited institution, the application will be reviewed by the department and by the College of Graduate Studies.

Or

Have completed three years of undergraduate study in an international accredited institution which has a Memorandum of Understanding in place with the University of Idaho for a cooperative 3+2 program leading to a graduate degree. Cooperative 3+2 programs may have higher entrance requirements. (see COGS website for a list of 3+2 programs).

2. Have an undergraduate cumulative grade-point average of 3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits),

3. Have maintained at least a 3.00 grade-point average in subsequent academic work if any, and

4. Have met any additional requirements set forth by the department or program which may be required. Please, review the graduate admissions website for specific departmental/program requirements at www.uidaho.edu/admissions/graduate.

5. Have been reviewed and recommended for acceptance by the academic unit administering the program in which the student seeks to enroll. For individual academic unit admission requirements, please refer to individual department sections of this catalog or consult the Graduate Admissions website at www.uidaho.edu/gradadmissions.

The College of Graduate Studies requires all applicants to submit three letters of recommendation, a one to two page Statement of Career Objectives and a one to two page resume/curriculum vitae. Students planning to apply for work leading to a graduate degree should contact the academic unit in which they wish to major before submitting the application for graduate admission. All admission
recommendations are made at the academic until level with final admission decision made by the College of Graduate Studies. Admission is granted only to a specific degree and program and initial admission is granted for a specific semester.

**English Language Proficiency.** UI requires all applicants whose primary language is not English to demonstrate proficiency in the English language. Because most applicants report the Test of English as a Foreign Language (TOEFL) score, UI bases its minimum English language proficiency requirements on the TOEFL. UI College of Graduate Studies requires a minimum TOEFL score of 550/79 (paper or internet based test). UI does not accept scores that are more than two years old. Equivalent measures of proficiency acceptable to UI include the MELAB (77) and the Cambridge IELTS (6.5). It is important to verify the departmental TOEFL score requirement as many departments require a score higher than indicated above. Exceptions to the minimum TOEFL requirement are made for (a) those from official English-speaking countries, (b) those who have earned a degree from another U.S. institution, or (c) have completed ALCP level 6.

Admission application files will be sent to the academic unit for review once all required documents have been received by the Graduate Admissions Office and the application fee has been paid. **Students currently enrolled in a college or university need to submit a current transcript that shows all work completed thus far.**

### Priority Deadlines and Application Fees

<table>
<thead>
<tr>
<th>Domestic Applicants</th>
<th>International Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall- February 1</td>
<td>Fall-February 1</td>
</tr>
<tr>
<td>Spring-September 1</td>
<td>Spring-September 1</td>
</tr>
<tr>
<td>Summer-February 1</td>
<td>Summer-February 1</td>
</tr>
</tbody>
</table>

- Non-refundable application fee **$60.00**
- Non-refundable application fee **$70.00**

Priority consideration. By meeting the priority deadline, the student will receive full consideration for awarding College of Graduate Studies tuition waivers will be given to applicants who meet the above deadlines. Individual academic units may have earlier admission deadlines, especially for applicants seeking financial assistance or assistantships.

The academic unit will determine which terms they will admit students. Check the Graduate Admission Department Requirements website for applicable admission terms ([www.uidaho.edu/admissions/graduate/graduate-programs](http://www.uidaho.edu/admissions/graduate/graduate-programs)).

Some academic units do not admit graduate students for the spring and summer terms.

Applications received after the above deadlines but before the official start of the semester for which the applicant is seeking entry will be accepted only if additional students can be accommodated.

Please consult the graduate admissions website at [www.uidaho.edu/gradadmissions](http://www.uidaho.edu/gradadmissions) for more information regarding academic departments’ requirements and deadlines.
The Graduate Admissions Office is not authorized to release application information to anyone other than the applicant without written authorization. Please submit a Student Consent for Release Form (available on the admissions website) if you want someone specific to be given information regarding your admission status.

**Deadline for International Application for Admission.** To provide time for evaluation, for notice of admission status to reach the applicant, and for United States Immigration and Customs Enforcement (USICE) requirements to be met for issuance of a student visa, applications and credential should be received by the Graduate Admissions Office no later than the following dates: for Fall semester, May 1; for Spring semester, October 1; for summer session, March 15.

**Graduate Record Examination:**
The Graduate Record Examination (GRE) is not a College of Graduate Studies requirement, but is required by some academic units. Official copies of GRE results must come from the Educational Testing Service. In rare cases, if the examination is many years out of date, students may be able to provide unofficial results of the examination with their admission application to facilitate evaluation and acceptance. GRE scores are retained by the student’s academic unit.

**Transcripts and Application for Graduate Admission**
Students wishing to enter the College of Graduate Studies must submit a University of Idaho application for admission, three letters of recommendation from professional/academic references, a statement of career objectives, a vitae/resume, and have official transcripts sent directly from each institution attended delivered to the Graduate Admissions Office. Transcripts become the property of the university and cannot be copied, returned, or forwarded.

The Test of English as a Foreign Language (TOEFL) is required for permanent residents and American citizens whose primary language is not English. Primary language is defined as native language or the official language used by the country of the applicant’s previous university level education.

Transcripts are required for the application review process. A copy of an official transcript (and its English translation if from a foreign institution) for every college and university that the applicant attended is acceptable for the application review process. Applicants may upload copies of official transcripts and translations via the online application. Uploaded transcripts must be legible. Please scan at 600 dpi resolution minimum. International applicants who have already earned a graduate degree from a regionally accredited U.S. institution and are seeking a graduate degree at Idaho will need to submit official transcripts from the graduate degree granting institution and unofficial copies of previous undergraduate work if completed outside the U.S. All transcripts sent to the Graduate Admissions Office as part of the application process become part of the official Graduate Admissions application file and cannot be returned or transferred.

**Official Academic Credentials:** Transcripts, mark sheets, grade reports, or examination results, along with degree certificates from all higher education institutions attended will be required. When sending official transcripts from schools located in non-English-speaking countries, each institution must submit both the English translation plus an original language record. Transcripts that are sent directly from the institution will be considered official. Transcripts should be sent directly from the institution (FedEx, UPS, or DHL) to the following address: University of Idaho Graduate Admissions Office, 205 Morrill Hall, University of Idaho, Moscow, ID 83844-3019. Transcripts sent through U.S. Mail should be sent to University of Idaho Graduate Admission Office, 875 Perimeter Drive MS3017, Moscow Idaho, 83844.
Transcripts not sent directly from an institution or are hand delivered and are embossed and/or on official university letterhead and sealed in an envelope with a university stamp and/or a signature across the seal may be considered official. If transcripts are deemed unofficial, then official transcripts must be received before registration opens for subsequent terms or a registration hold will be placed on the students’ registration. Any discrepancies later found between the student-provided / uploaded unofficial transcripts and official transcripts will be grounds for immediate dismissal. The College of Graduate Studies reserves the right to request a third-party, course-by-course, evaluation of transcripts at any time. The cost of the evaluation will be the responsibility of the student.

Acceptance to the College of Graduate Studies
When admitted to the College of Graduate Studies, a graduate applicant will be issued a letter of acceptance. Acceptance is granted for a specified term. If the applicant does not register for the term desired or admitted but wished to enroll in a future term, the applicant must submit a new application and fee to the Graduate Admissions Office. Transcripts and test scores for applicants who are admitted but do not enroll, applicants who are denied, or applicants who do not complete the admission process are retained for up to one year.

Graduate Admission Categories

Regular Enrollment. Regular enrollment for graduate study leading toward an advanced degree may be granted to a student who satisfies all of the following criteria: (1) has a bachelor’s degree from a college or university accredited by a regionally accrediting association, (2) has an undergraduate cumulative grade-point average of 3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits), (3) has maintained at least a 3.00 grade-point average in subsequent academic work if any, and (4) has been reviewed and recommended for acceptance by the department administering the program in which the student seeks to enroll.

Students who are part of a recognized 3+2 program will be considered to be regularly admitted when they have met the specific admission requirements of COGS and any enhanced requirements outlined by the department which is offering the 3+2 program.

Provisional Enrollment. A student who is not eligible for regular enrollment may be considered for provisional enrollment (on the master’s level only) if the academic unit administering the program recommends it, and if at least two of the following conditions are met: (1) the student’s undergraduate GPA shows steady improvement; (2) the student has taken post-baccalaureate undergraduate level course work with A and/or B grades; (3) the student has achieved the 75th percentile on the relevant GRE or equivalent exam; (4) the student has been out of school for five or more years and has been working for at least one year in the field of the proposed graduate major. The academic unit specifies conditions that the student must fulfill in order to be advanced to regular enrollment. Provisional enrollment may also be granted to a student who is otherwise eligible for regular enrollment but whose prospective academic unit specifies conditions that he or she must first meet (i.e. achievement of specific grades and/or completion of specific course work). International students who hold nonresident alien visas and students who are to be appointed to assistantships cannot be accepted in provisional enrollment.

The admissions office notifies the student that he/she has been accepted for provisional enrollment. In the letter of acceptance, the following general and specific terms governing the student’s provisional enrollment are stated:
1. A student may not remain in provisional enrollment status for more than 12 consecutive calendar months (a shorter period may be specified). Nor may a student remain in this status after completing nine credits (a lower credit limitation may be specified).

2. A student will be advanced from provisional to regular enrollment provided he or she maintains a GPA of at least 3.00 each semester while in the provisional status (a higher GPA may be specified), fulfills the conditions, if any, that were specified at the time of initial enrollment, and receives no incompletes.

3. A student who does not meet the stated conditions for advancement to regular enrollment within the specified time and credit limitations cannot continue in the College of Graduate Studies or enroll in 500-level courses and is subject to normal disqualification and reinstatement procedures.

It is the student's responsibility to be in touch with the administrative unit regarding his or her progress toward meeting the conditions for advancement.

The conditions specified for a student's advancement to regular enrollment are established at the time of his or her acceptance and must not be changed (i.e., either strengthened or relaxed) thereafter.

Academic units need not require a student to make up ALL of his or her academic deficiencies while in provisional enrollment. Performance on a limited selection of them should suffice to demonstrate whether or not the student has the ability to do satisfactory graduate work. Remaining deficiencies, if any, can be made up after the student is in regular enrollment. The academic unit must be sure that any courses the student is required to take while in provisional enrollment will, in fact, be offered during that period.

**Conditional Admission.** Conditional admission may be granted to applicants who qualify academically, but who have not yet met UI's minimum English language proficiency requirement. In conditional admission status, students enroll in UI's American Language and Culture Program (ALCP) to achieve the academic units English language requirement prior to being granted full admission and commencing their degree programs. Please note that not all academic units grant conditional admission.

International students in a 3+2 program are not eligible for conditional admission.

**Concurrent Enrollment as an Option of Conditional Admission.** Students enrolled in ALCP Level 5 or Level 6 may, in consultation with the coordinator of ALCP and the course instructor, obtain approval to enroll as non-degree students for up to 7 credits per semester of academic courses in addition to their full-time ALCP courses. Students whose proficiency levels later prove inadequate for success in the academic courses may be withdrawn at the discretion of the academic course instructor and the ALCP coordinator. Once students achieve the necessary language qualification and gain full admission to the university, they may apply the credits of academic courses completed while in conditional admission status toward UI degree programs (other university and College of Graduate Studies restrictions may apply).

**Unclassified Enrollment.** Unclassified enrollment is for students who do not wish to work for a graduate degree and is not to be used as a probationary category. Admission as an unclassified student does not guarantee subsequent transfer to a degree program. This enrollment category is not open to
international students who hold nonresident alien visas or to students who are to be appointed to assistantships. Students on Unclassified enrollment are not eligible for Title IV financial aid.

**Non-degree Student.** Refer to the "Non-Degree Admission Requirements" section above for a full description of this classification. Non-degree students are not admitted to the College of Graduate Studies. They may, however, take graduate courses with permission of the instructor and the Dean of the College of Graduate Studies provided that they have earned a baccalaureate degree from a regionally accredited institution with an overall 3.00 GPA. Non-degree students are not eligible for Title IV financial aid. If a non-degree student receives a grade of C, D, or F in a 500-level course, he/she loses the privilege of taking more 500-level courses.

**Application Requirements for Graduate Academic Certificates.** Students must complete the online application for a Graduate Level Academic certificate ($30.00 application fee) and provide evidence of a completed bachelor's degree from a regionally accredited institution (unofficial transcripts will be accepted for graduate certificate applications) in a generally related area with an overall GPA of at least 3.0. Students who have below a 3.0 cumulative GPA on their undergraduate record and wish to enroll in a graduate certificate program are encouraged to apply and may be admitted based on departmental review. Certificate only students will be classified as certificate seeking at the graduate level and are not eligible for financial aid. International graduate certificate applicants must meet the University of Idaho language requirement. Due to the nature of this program, immigration regulations prohibit students requiring an F-1 or J-1 visa admission to this program. Current graduate degree seeking University of Idaho Students will be required to fill out a Change of Curriculum form adding the graduate certificate as an additional curriculum. Students should obtain the proper signatures from the department and return to the Office of the Registrar for processing. Current Undergraduate students wishing to earn a Graduate Academic Certificate must be eligible to participate in graduate level courses (minimum requirements — senior standing and a 3.0 UI overall GPA). If the course is not being used for the undergraduate degree the student should file a Course Level Adjustment form to reserve the course for the GR transcript (maximum of 12 credits may be reserved for the graduate transcript). Once the student earns their bachelor’s degree they may apply as a graduate certificate seeking student and complete the certificate program.

**Concurrent or Multiple Level Curricula for Graduate Students.** A graduate student may simultaneously enroll in an undergraduate, graduate or law program. The "Course Level Adjustment" form "Credit Reservation Form" indicating course use (graduate, undergraduate or law) is available and must be filed each semester or session by the 10th day of classes. Please note that students seeking a degree at more than one level will need to officially apply for admission at the appropriate level. Placing courses from the undergraduate level to the graduate level or graduate level to the undergraduate level, when no degree is sought, does not require admission to the level where the course will be placed. Student fees for the courses are determined by the student’s primary level; however, an undergraduate will not be charged graduate fees for any courses placed on the graduate transcript.

**Seniors in 500-Level Courses.** A senior who has a cumulative grade-point average of 3.00 or higher may enroll in 500-level courses. The course(s) may be placed on either the undergraduate or the graduate transcript but will automatically be placed on the undergraduate transcript unless the student completes a "Course Level Adjustment" form "Credit Reservation Form" indicating the appropriate transcript placement for the course. The placing of courses on a graduate transcript does not admit or guarantee subsequent admission of such students to the Graduate College. The student must submit the "Course Level Adjustment" form "Credit Reservation Form to the College of
Graduate Studies Office before the last day of the semester in which the Bachelor’s Degree is earned. Once a student graduates with their undergraduate degree, courses will not be moved to a graduate level transcript is the tenth day of the class for that semester or session. All Students may be assessed graduate fees for courses placed on a graduate transcript, regardless of the course level, will be assessed graduate fees.

Returning Students. A graduate student who has completed one degree and wishes to enroll in further courses must file a "Change of Curriculum" form with the Graduate Studies Office. A returning graduate student who has not enrolled within two years of the term in which he or she wishes to register must file an Application for Readmission with the Graduate Admissions Office (see B-1). Readmission must be approved by the department in whose degree program the returning graduate student wishes to enroll. If the department denies the readmission, the student will be moved automatically into Unclassified enrollment status.

Graduate Admission of Additional Information for International Students

The College of Graduate Studies welcomes applications from qualified students from other countries. International applicants are expected to have qualifications equivalent to those required of other graduate students.

- Prospective international students must have the equivalent of a U.S. Bachelor’s Degree from a recognized and approved institution. Usually this is a minimum of four years of study beyond grade 12 or equivalent. Students from EHEA (Bologna Accord) or other international institutions awarding three-year Bachelor’s Degrees will be reviewed and may be admitted if accepted by the academic program. Not all three-year degrees are equivalent to a U.S. Bachelor’s Degree. Please, visit the graduate admissions website prior to application to determine if your three-year degree is acceptable.

- Copy of Passport or National Identity Card. The applicant should submit a clear and readable copy of their passport, or national identity card if no passport has been issued, or if currently in the U.S., a copy of the applicant’s visa.

Credentials. Official transcripts and/or certified copies of the certificate, diploma, or government examination report received on completion of any college or university course work must be delivered directly to the Graduate Admissions Office in a sealed envelope. The credentials must be originals obtained from the certifying agency. The credentials must be translated into English if written in a foreign language.

- Financial Verification: The student may submit application materials without financial verification. However, if the department is recommending the student for admission into the graduate program, the student will be required to submit a completed "Certificate of Financial Responsibility" before the student will be issued an I-20. Please, see www.uidaho.edu/admissions/graduate/graduate-admissions-forms for financial responsibility forms.

English Language Proficiency. UI requires all applicants whose primary language is not English to demonstrate proficiency in the English language. Because most applicants report the Test of English as a Foreign Language (TOEFL) score, UI bases its minimum English language proficiency requirements on the
TOEFL. UI College of Graduate Studies requires a minimum TOEFL score of 550/79 (paper or internet based test). Equivalent measures of proficiency acceptable to UI include the MELAB (77), the Cambridge IELTS (6.5). It is important to verify the departmental TOEFL score requirement as many departments require a score higher than indicated above. Exceptions to the minimum TOEFL requirement are made for (a) those from official English-speaking countries, (b) those who have earned a degree from either a U.S. institution, or (c) based on the judgment of the Graduate Admissions Office, those who have earned at least 12 credits, with a grade C or better, in university level English courses from a U.S. institution. UI does not accept scores that are more than two years old.

Enrollment Requirements. In order to pursue a degree, international students must be authorized in their current visa status. Immigration regulations require that international students holding F-1 or J-1 student visas be certified as full-time students during the academic year. F-1 graduate students are required to be enrolled in 9 credit hours and are allowed to take up to 3 credits of on-line coursework towards this requirement. J-1 visa holders are also required to enroll in 9 credit hours, but are not allowed to take online classes toward the 9-credit requirement. Other visa categories may be eligible to study in the U.S. Students who do not hold an F-1 or J-1 student status should contact the International Programs Office for rules governing enrollment while in the U.S.

Financial Statement. As required by the U.S. Immigration and Customs Enforcement (USICE), all international students who hold or intend to hold nonresident alien visas must present to the Graduate Admissions Office satisfactory statements of finances and adequate proof of financial responsibility or sponsorship to cover all financial obligations while attending the University of Idaho.

Health and Accident Insurance. Supplemental health and accident insurance is mandatory for international students who hold nonresident alien visas and all accompanying dependents. Students must purchase and maintain the UI health insurance (SHIP) policy or document coverage of an equivalent policy with the International Programs Office before they are allowed to register or attend classes. Failure to obtain and maintain the required insurance may subject students to sanctions, up to and including disenrollment. See information on insurance in the Student Services section.

Status. In order to pursue a degree, international students must be authorized in their current visa status. Immigration regulations require that international students holding F-1 or J-1 student visas be certified as full-time students during the academic year. F-1 graduate students are required to be enrolled in 9 credit hours and are allowed to take up to 3 credits of on-line coursework towards this requirement. J-1 visa holders are also required to enroll in 9 credit hours, but are not allowed to take online classes toward the 9-credit requirement. Other visa categories may be eligible to study in the U.S. Students who do not hold an F-1 or J-1 student status should contact the International Programs Office for rules governing enrollment while in the U.S.

Deadline for Application for Admission. To provide time for evaluation, for notice of admission status to reach the applicant, and for USICE requirements to be met for issuance of a student visa, applications and credentials should be received by the Graduate Admissions Office no later than the following dates: for fall semester, May 1; for spring semester, October 1; for summer session, March 15. (Please note: The priority application deadlines are February 1 for fall semester and summer sessions and September 1 for spring semester. Applicants who meet the priority deadline will be given early consideration for College of Graduate Studies and departmental tuition support.)
**International Student Advisors.** The international student advisors (ISAs) are involved with an international student’s progress at every stage of the educational process. Once a student has been admitted, the ISAs provide general information about cultural adjustment and the educational system, as well as specific details about other matters. Community contacts may be arranged, if requested. All matters pertaining to a student’s non-immigrant status with Department of Homeland Security (DHS) are handled through the International Programs Office. A mandatory orientation before registration provides new students with assistance on initial questions. After this orientation, students are invited to visit the ISAs at any time with questions or concerns relating to immigration matters, education, finances, and cultural adjustment. The ISAs also serve as official liaisons between students and their consular offices or sponsoring agencies.

**International Graduate Ambassador Program.** The International Ambassador Program assists prospective international graduate students in learning about the University of Idaho community and culture by connecting them with current international graduate students from their home country. Ambassadors may also serve as a liaison between graduate programs and prospective international students by aiding the communication process associated with recruiting international students. The International Graduate Ambassador Program is housed within the College of Graduate Studies under the direction of the Graduate Recruitment Coordinator. Please, email uigradstudies@uidaho.edu for additional information on the International Graduate Ambassador Program.